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Outlook for the Blind

A QUARTERLY RECORD OF THEIR PROGRESS & WELFARE

Summer Number

First Annual Report on
Braille Transcribing

Can Blind Children Spell?

School for the Blind Should
Affiliate with all Other
Agencies

Seventh Annual Report
Uniform Type Commission

PUBLISHED UNDER THE AUSPICES OF THE

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AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

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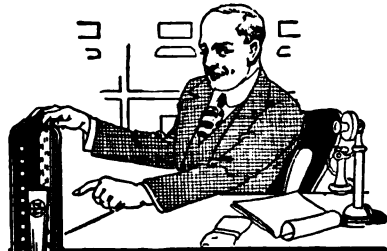
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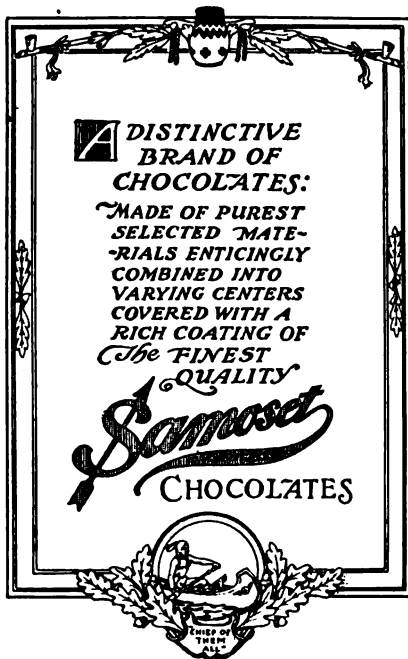
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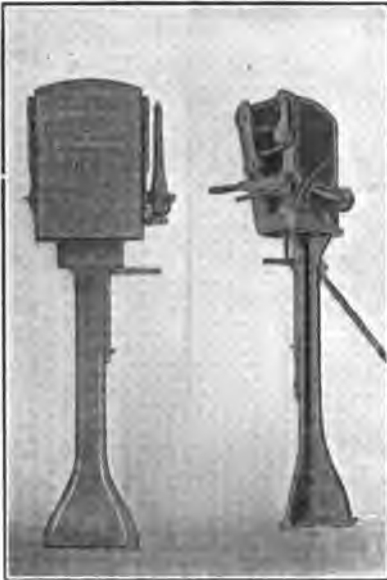
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Summer Number, 1922

Vol. XVI, No. 2

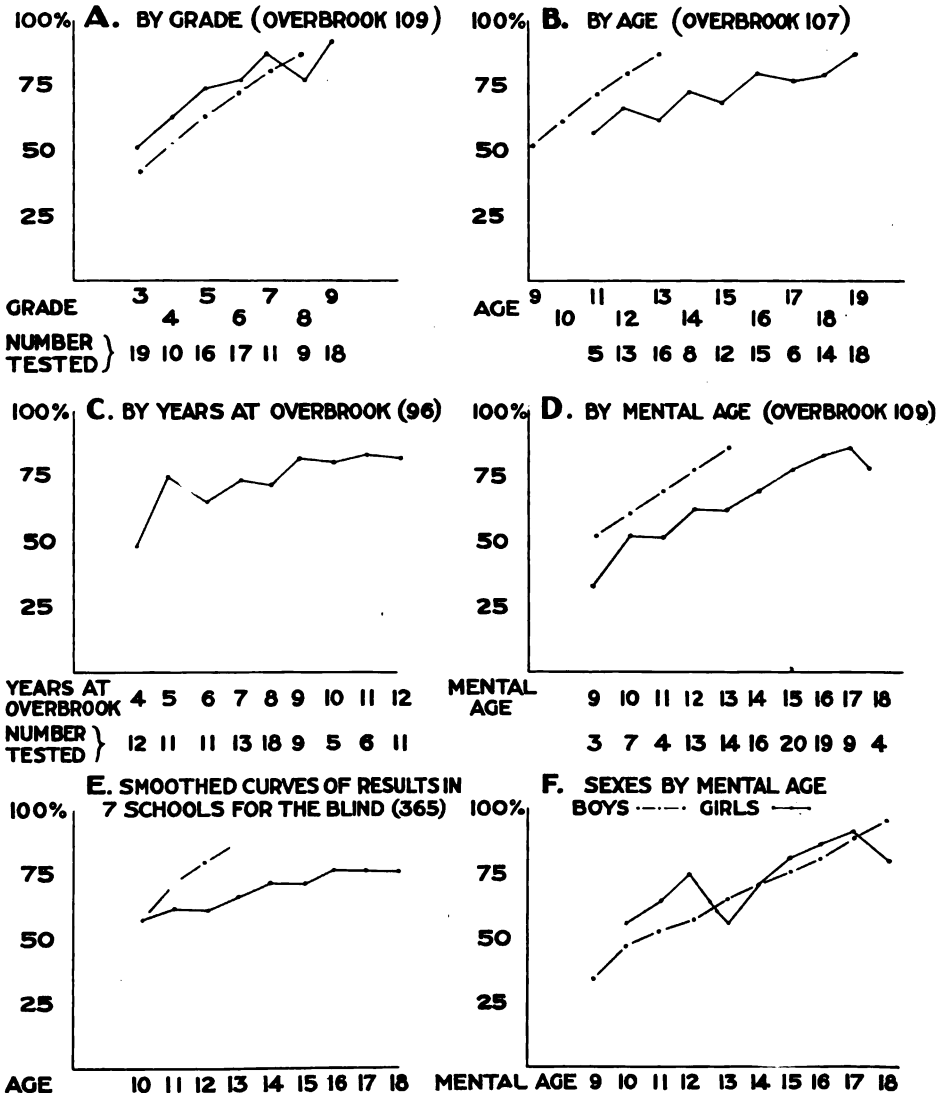
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CAN BLIND CHILDREN SPELL?

(See Article by Samuel P. Hayes on Page 52).

Curves showing results obtained by the use of the Starch dictionary spelling test in Overbrook and in seven schools for the blind.



Numbers in parentheses indicate number of students tested. Solid curves indicate attainments of blind, line and dash seeing norms.

Outlook for the Blind

Summer 1922

The Contribution of Research to Practical Pedagogy

In our last Winter issue we published the "Manual for the Guidance of Teachers," written by Dr. Samuel P. Hayes,—a report upon the use of standard tests in school subjects and in general intelligence by teachers and superintendents who have felt the invigorating influence of the test movement in modern education. In this issue we are printing another article by Dr. Hayes,—a report upon the spelling of the blind, prepared for the 1922 Convention of the A. A. I. B., but not read because the program was too congested. This paper, also, is based upon extensive research in schools for the blind, and supplemented by a discussion of the practical application of the modern pedagogy of spelling to a group of poor spellers in Mt. Holyoke College. At the end of the article we are glad to find suggestions for the improvement of spelling in our own schools.

Some of our readers have expressed surprise that so much space is being given for the presentation of scientific studies of this sort. But if these critics will look back through the files of the Outlook for the last fifteen years they will find that it has always been our policy to print a certain number of articles which bid fair to have a permanent value in order to preserve them in readily accessible form for our subscribers. Pamphlets on special topics occupy so little space that they are exceedingly difficult to keep unless bound and catalogued in a library. Once an article is incorporated in such a magazine as the Outlook, it is protected from loss and oblivion, just as if it were placed in a library.

And these particular articles seem to us especially fitting at this time, when everyone is talking about tests of this or that, and the newspapers as well as the magazines for the seeing are constantly presenting abstracts and reviews of work of this sort and stressing their value for practical educational and vocational guidance. We have already received considerable evidence that our judgment in this matter is correct. The next to the last

issue of the Outlook, in which we presented the "Manual for the Guidance of Teachers" has been called for more frequently than any other issue in recent years, and individual commendations like the following have come in. A veteran teacher of the blind recently had occasion to examine a child of eleven with normal vision. It occurred to her to use the test material printed in the Outlook and she was much gratified to find that she could gain a very satisfactory picture of the mental ability of this child through the use of the tests we had published.

Self-Surveys in Schools for the Blind

Teachers and superintendents who are planning to use in their classes standard tests of achievement in school subjects or in general intelligence, will be pleased to learn that all the material for these tests, as described in our Winter Number, Volume XV, No. 4, of the Outlook, has been embossed in revised Braille one and a half at the Pennsylvania Institution for the Instruction of the Blind. The plates have been shipped to the American Printing House for the Blind, where copies of the tests may now be obtained in American Braille, Revised Braille one and a half, and, for a few of the tests, also in N. Y. point.

A Boon to the Blind

In a recent letter received from Mrs. Gertrude T. Rider, who is in charge of the room for the blind, Library of Congress, she gives an interesting account of experiments which are now being conducted whereby handcopied Braille books can be reproduced.

Mrs. Rider says, "We are working on a process by which we hope to duplicate all handcopied books. It may take six months to get it worked out satisfactorily, but all who have seen what has been done think it entirely feasible. The process was invented by a French architect named Garin. It consists of dipping sheets of paper into hot paraffin, then Braille is written on them. The depressions are filled with a composition of

plaster of Paris and glue, and when this is hardened, it becomes a die from which many copies can be taken. We have made as many as fifty copies from one die."

It is needless to comment upon the value of this invention. Many schools for the blind cannot afford to have plate making machines. If this process becomes feasible, as it now promises, it will immediately make possible reproduction, at a minimum of expense, important material which is needed in every classroom. So much from the point of view of schools.

Now that a group of exceedingly accurate Braille copyists is being evolved under the leadership of Mrs. Rider and the American Red Cross it means that much of the magnificent library which is being created for the blind World War veterans can be manifolded for blind civilians. This new process indeed promises to be a boon to all Braille readers.

The Optophone

The introduction of the Optophone into this country by the Federated Engineers Development Corporation a little more than a year ago has, I believe, through the various channels of publicity been brought to the attention of every reader of this magazine. If we pause to consider the tremendous revolution that will be brought about in the blind world by the successful use of this instrument, we should feel that every effort must be made to encourage the company in the work which it has begun. I am inclined to assume that the lack of interest up to the present time is due to lack of knowledge, and so I feel called upon to state a few facts.

The present machine, with the exception of the amplifier and several other changes which have been added by the Federated Engineers Development Corporation, was developed by Barr & Stroud, the instrument makers of Glasgow, Scotland, about three years ago. Barr & Stroud has expended a large sum of money for this purpose and employs in connection with their London office a blind demonstration. In a letter received from her and in an article in a French paper, we learn that she has acquired an average speed of 45 words a minute and a maximum speed of 60. In addition to several articles and short stories, she has completed a novel—"The Warden" by Anthony Trollope. The Federated Engineers Development Corporation also in their Jersey

City office employ a demonstrator. She has acquired a speed of 25 words a minute and has read a great number of articles and short stories; also current magazine and periodicals.

In addition to these items, I would like to add that a young lady recently read an entire page of a primer in her third lesson. Two other persons in this country have learned to read, one of whom was a boy of 13 years of age.

In view of the above and in consideration of the interest in the machine by the Federated Engineers Development Corporation, as workers for the blind, we should give our support ungrudgingly to the success of this wonderful device.

There is an old Scotch proverb that says "Men are tormented by the opinions they have of things rather than by the things themselves." This is most applicable to the present situation. Don't let us be prejudiced by the opinions of those persons who saw the machine in London some seven years ago. The Optophone has undergone a great transformation since then. If we let the Optophone drop now, it may never come to anything, but if we endorse it with our approbation, in view of the many developments in radio and photographic cells, there is no doubt that a machine will be evolved cheap and efficient.

We have the choice to make—not the Federated Engineers Development Corporation—and it is a tremendous responsibility. Let us think long and deeply. Do not let this opportunity of a wonderful future for the blind pass.

MARGARET R. HOGAN.

MISS WINIFRED HOLT TO BE MARRIED

Under date of November 12, 1922, the following "special dispatch" was sent to various newspapers. We reproduce it here as it appeared in "The Boston Herald":

GIRL'S DOWRY TO BE LIGHTHOUSE

FRIENDS OF MISS HOLT PLAN GIFT AS MONUMENT TO WORK FOR VETERANS

BLIND WOMEN TO BE HER BRIDES-MAIDS

An anonymous cash gift of \$5000 to swell the wedding dowry for the blind of Miss Winifred Holt is announced by the volunteer committee which is seeking to raise \$500,000 to prevent the election from the Paris Lighthouse founded during the war by Miss Holt,

of France's blinded soldiers, many of them veterans of Verdun.

Miss Holt, a daughter of Henry Holt, is to be married at the New York Lighthouse, 111 East Fifty-ninth street, on Thursday, to Rufus Graves Mather, Williams graduate, and descendant of the first president of Harvard College, Mrs. Cooper Hewitt of New York and Mrs. William Wood Bliss of Washington are members of the committee which, under the patronage of President Harding, is endeavoring to obtain from the friends and relatives of Miss Holt and from the general public subscriptions, large and small, in cash as wedding presents, all of which is to be applied to the purchase of the French Lighthouse, which must be vacated by December 16, unless the purchase price is raised.

FOR WEDDING DOWRY

Miss Holt returned yesterday from Washington, where she saw President Harding, Secretary Hughes and other officials. As a result of the White House interview, the friends of Miss Holt are conducting the movement for a popular wedding dowry, in honor of Miss Holt's life work in behalf of the blind, under the patronage of the President. Secretary Hughes, another sponsor of the plan, has sent the following letter to Miss Holt:

"It is fitting that at this time the important work of the Lighthouse for the Blind, and particularly the work of the Lighthouses in France and Italy, should be put upon a permanent basis. I have always been especially interested in this work, to which you have rendered such notable service, and I earnestly hope that the movement definitely to assure the future of these Lighthouses will be most successful."

Miss Holt's fiancé is in sympathy with her purpose to be married at the Lighthouse in New York, to which she has devoted much of her private fortune, and to bestow her wedding presents for the relief of the French blinded. Two wedding checks of \$2500 and \$1000 from Mr. Mather to Miss Holt have already been turned over by her to the French fund, the proceeds having been transmitted by cable following a message warning of the impending ejection of the blinded inmates.

ADDITIONAL GIFTS

William Forbes Morgan, banker and broker, of 71 Broadway, is acting as treasurer and gifts should be sent to him. Miss Holt's sister, the wife of Dr. Joseph Colt Bloodgood of Johns Hopkins University, is another worker for the dowry. Additional gifts thus far received include one of \$500 from Miss Caroline Morgan, a cousin of J. Pierpont Morgan; \$1000 from Arthur Curtiss James; \$100 from

the Blind Men's Club and \$100 from the Blind Women's Club of the New York Association for the Blind; \$50 from Prof. Allan Marquand of Princeton. Numerous small gifts are coming in, including three to five dollars each from poor blind women.

The marriage, it was announced yesterday, will take place in the auditorium of the Lighthouse Thursday afternoon at 4:30 with a reception half an hour later. Several hundred guests are expected to attend the reception. Henry Holt, now 83 years old, will come from his farm in Burlington, Vt., to give his daughter in marriage. The ceremony will be performed by Bishop William T. Manning of the Episcopal diocese of New York assisted by the Rev. Raymond C. Knox, chaplain of Columbia University.

Prof. Frank Jewett Mather of Princeton, a brother of the bridegroom, will be the best man. The matrons of honor will be Mrs. Joseph Colt Bloodgood, Mrs. Cooper Hewitt and Mrs. Francis Rogers.

BLIND BRIDESMAIDS

Four of the eight bridesmaids will be blind women. They are:

Miss Grace Keator, former secretary to Miss Holt, and who has taken dictation from President Harding and other notable men; Miss Teresa de Francis, who was trained by the New York Association for the Blind, and who was one of its first home teachers; Miss Agnes Stafford and Miss Dora Fichtel, both old pupils of the association and recipients of a bracelet from the Queen of Italy in recognition of their expertness in weaving. The blind bridesmaids will be attired in costumes of blue crepe de chine with blue and gold headresses.

The other bridesmaids will be Miss Sylvia Holt of New York, sister of the bride; Miss Margaret Mather of Princeton, N. J.; Mrs. Henry Holt, formerly Miss Pauline Cabot of Boston, and Miss Daisy Rogers, daughter of Mrs. Alexander Campbell Rogers, and associate of Miss Holt in work for the blind.

The ushers will be Herbert L. Satterlee, Felix Warburg, W. Forbes Morgan, Roland Holt, brother of the bride; Dr. Joseph Colt Bloodgood of Baltimore, brother-in-law of the bride; Charles E. Hughes, Jr.; Profs. Allan Marquand and Paul Moore of Princeton, Henry Warren Goddard, William Hall, and William I. Scandlin, field agent for the New York Association for the Blind. There will be organ music by Louis Furman, a home teacher of the association, at the request of the executive committee of which the marriage is being solemnized at the Lighthouse. Miss Holt, who lives with her brother at 44 East 78th street, plans to spend her wedding trip campaigning for the French Lighthouse.

THE IMPORTANCE OF ORGANIZATION IN WORK FOR THE BLIND

By H. R. LATIMER, Director-General, American Foundation for the Blind. Delivered before the Indiana Association for the Blind, August 1st, 1922.

Years ago, when Father Adam was first beguiled by Mother Eve, the importance of organization was unconsciously, perhaps, but indelibly written into the every day activities of human life. Mark Twain's delightful picture of the Primeval domestic circle as depicted in his "Diary of Adam" sets forth admirably the value of co-operation within the family. It goes deeper even than this, in that it demonstrates the necessity for a liberal supply of the milk of human kindness as the important lubricant for the machinery of domestic affairs.

As the family expands into the tribe, the tribe into the state, and the state into the nation, the importance of organization is borne in upon us with increasing force. The fundamental danger inherent in organization of any sort, as amply demonstrated in the present rail and coal strikes, lies in the fact that the failure of one or more units to function properly, not infrequently, defeats the purpose, temporarily at least, for which the organization exists. Happily, it seems to be a law of Providence that such failures frequently accomplish the end desired, albeit in a manner not originally intended. For example: A certain teacher, endeavoring to impress upon her pupils the very truth implied in the title of this paper, namely, the Importance of Organization, dictated to her class a number of short quotations, calculated to stamp the idea more or less indelibly upon the tender intellects before her. "Now, Henry," she said to a lad whose orthography was subject to occasional idiosyncrasies "write on the blackboard the quotation which, in your opinion, best expresses the point of this lesson." By a mere confusion of two simple visual symbols, resulting in the use of an "o" for a "u," Henry wrote, "in onion there is strength." The class laughed and, I am told, the teacher smiled; nevertheless, Henry's failure to function in the prescribed orthographic manner probably did more to impress the truth in question upon the minds of the pupils than did any two of the quotations written correctly upon that blackboard. For the benefit of any person present who may not realize the truth of the foregoing, I submit the following authenticated story:

A certain truck gardner, suspecting his Negro boy of stealing his onions, called the lad to him and said, "Sam, if you don't find out for me by sunset tomorrow who is stealing my onions I am going to give you a good flogging." "Yah Sah!" replied Sam, unabashed, and without further remark, went about his business. The following evening, a few minutes before sunset he rushed, almost breathless into his master's presence, bearing in his arms a beautifully marked, cat like animal, and stammered out, "Hea, Mass, hea's 'im what stole your ingons! smell 'im bref! Whee."

As concerns the family, the county, and the state, where joint aims and frequent frictions constantly emphasize the importance of a well planned and nicely adjusted organization, there is little need for academic discussion of the question. In the case of work for the blind, to which phase of the subject, I take it, you desire me to speak, where we must deal with individuals rather than with families, with trade groups rather than with tribes, and with isolated institutions rather than with states, not only is the question open to discussion, but the situation undoubtedly calls for improvement.

While the importance of organization in work for the blind is manifest, the forms which such organizations should take are exceedingly difficult to determine. It is always safe, however, whether in work for the blind or elsewhere, to have a practical end in view, as well as a definite plan for accomplishing the end, before determining the form of the particular organization which is to put the business over. The organization without an object which seems a practical one to its members and without a definite plan for the accomplishment of that object, is doomed to dissolution from dryrot as certainly as a law without popular support is destined to become a dead letter.

During the past thirty years there has been an epidemic of organization, local, state and national, in every branch of human activity, against which work for the blind does not seem to have been at all immune. As in every epidemic, much of the malady is imaginary. So in this mania for organization, many societies and agencies have come into

being with little more than an imaginary purpose to serve. Such organizations are pernicious in that they abuse public sympathy, divert attention from the realities of life and furnish an atmosphere in which the fictions of the visionary demigods are certain to obscure all fundamental truths. They should, therefore, be discouraged in every possible way and should, at least, be left religiously alone to die a natural death. Organizations for the blind, with a practical end in view, and a plan for attaining that end and manned by men and women consecrated to their work have our unqualified approval and should have the support of every right thinking person.

The rapid development in work for the blind during the last thirty years and the isolated conditions under which this development has, in general, taken place, together with the intensive work recently done for blinded soldiers, have developed in every phase of the profession an honest and earnest difference of opinion, both as to administrative policy and as to method and practice. This is manifestly an excellent and healthy situation from which to go forward, an admirable foundation upon which to build, if only we can find the means to assemble, systematize and disseminate the varied material at hand. It is evident that no local organization for the blind is equipped to do this work, for it is pre-eminently national in scope. Feeling the need of a country-wide organization, equipped to deal with problems too technical and too comprehensive to be handled by local organizations, the American Association of Workers for the Blind, at its Vinton Convention, June, 1921, took action looking to this end, which has resulted in the incorporation of the American Foundation for the Blind, which body held its first annual meeting at Austin, Texas, June, 1922.

There is a more or less ill defined fear in some quarters that any country-wide organization, such as the Foundation, is likely to interfere unduly, by overstandardization of method and practice, with the special interests of particular localities. In countries where local government is not as highly developed as in America, this fear would be very well grounded; but here where the county, town, city and state, have virtual control over both the levying and the distribution

of their respective taxes, there is little, if any danger, of a national organization, governmental or otherwise, encroaching in a manner detrimental to local interests. So far as local and state organizations are concerned, it will be a matter of their own individual choice whether and to what degree they follow the lines which may be laid down by the Foundation as the wisest and the best in any given case.

Among other things, the Foundation proposes to make an exhaustive study of the organization, aims and accomplishments of all existing institutions and agencies for the blind, in order to determine what corporate forms are productive of the greatest good to the blind. Naturally, such data would assist an infant organization in proceeding more directly to the accomplishment of its ends than it could otherwise do; while such information would enable long established agencies so to readjust their methods and practices as to make their efforts more productive of the results desired. On the other hand, the authority inherent in such systematized data would frequently nerve a given group of workers for the blind to bury, with befitting obsequies, the corpses of their departed agencies, and to cast their mantles, so to speak, upon the shoulders of some other organization equipped to wear them. The Foundation will cooperate with other organizations for the blind in the most sympathetic and practical sense of the term. It proposes to work scientifically in the correct sense of that term, and its activities are to be philanthropic in the most wholesome meaning of this word. Read the purposes of the Foundation as you find them outlined upon the pages of its by-laws, remember the inalienable freedom of our American institutions and lull to sleep any fears you may have entertained concerning possible encroachments upon the liberties of your particular local work for the blind.

If you have any problem which is too technical or too comprehensive for any local agency to solve, hand it on to the Foundation, where it will receive careful and sympathetic attention as means and time permit. The Foundation needs your confidence and support, and it asks that you show your good faith in this regard by becoming a corporate member, which can be done, according to

what you feel is your ability, for the sum of \$5.00 to \$25.00 per annum.

As yet the Foundation has very little money with which to operate, but it is helping to finance the Outlook for the Blind and plans to take over this magazine as soon as arrangements can be made to do so. It is also financing the important technical work of the Commission on Uniform Type, and intends

addressing itself seriously to the question of increasing the output of embossed books.

In conclusion may I suggest that the very existence of the American Foundation for the Blind is as strong a proof as can be found of the belief of workers for the blind in the importance of organization. "In union there is strength."

ADVANTAGES OF AFFILIATION AND COOPERATION OF SCHOOLS FOR THE BLIND WITH ORGANIZATIONS CIVIC, SOCIAL, EDUCATIONAL AND COMMERCIAL

By FRANK M. DRIGGS

Superintendent Utah School for the Deaf and the Blind

The subject at once suggests that there are possible disadvantages in schools for the blind which may be lessened, or even quite eliminated through affiliation and cooperation with other agencies and organizations. That there are in all residential schools for the blind serious handicaps, most of us will freely admit. That we too often circumscribe the school life of our pupils and our teachers, as well as our superintendents, none will deny. Taking blind children from their homes and placing them in institutions, caring for them enmasse, assisting them constantly over the difficult places, leading them carefully beside the still waters, watching their every movement and action, surely tends to make them dependent rather than independent. Confining teachers and superintendents too closely to school room duties, requiring them to live day in and day out within an institution and upon its campus, make them stale and inactive.

It is our opinion, and we have expressed it many times, that the most desired thing in schools for the blind is that we shall not institutionalize pupils, teachers or superintendents. To overcome so serious a fault is indeed a problem. To teach and train blind children so that they will be more useful, more helpful, more natural and more independent should be our constant aim and purpose. To keep ever active and alert a corps of teachers and instructors, and to insist that they mix

with the great throbbing world outside, wherein life in all its fullness stands ready to serve so bountifully, should be our policy and program.

Isolation is an evil of residential schools. We take the child during its formative and impressionable years and return it to the world with an education, a handicap and an affliction—the handicap being blindness and the affliction being timidity. The greater the contact with normal life, the greater is the normal life of the child, and the less the handicap. Affiliation and cooperation with outside activities should lessen timidity and increase independence, a most desired end and accomplishment.

Our children who play at a church social, and later join the crowd at the refreshment table, imbibe a good deal more than sandwiches and chocolate. Our girls who go to a scout rally and sing themselves hoarse—may lose their voices for a day, but they find a source of human companionship that they keep for a life time. The boy who reads Braille for the Rotarians gets a contact with a high type of citizen who leaves a lasting impression upon him. Then there is the reciprocal influence. The girl scouts of the city know more about blind girls after the rally than they did before it. The crowd at the church social loses its awe of blindness and the Rotarians know that a blind boy is a living entity and not the motive power of a hand organ.

During recent years, most of the reputable clubs and societies of Ogden have requested discussions and demonstrations of our work. Churches have asked for our chorus to supply vesper music and for our pianists to fur-

*The above paper was presented by Superintendent Driggs at the 1922 Texas Convention of the American Association of Instructors of the Blind, who writes, "this is a community or a composite paper, being, as it is, made up of the thoughts of the Faculty of the Utah School for the Blind. Miss Dana Kelly and Mr. Murray B. Allen are entitled to share generously in the whole paper for many of the thoughts are theirs."

nish solos. These appearances have been made so often that the people of the city have long since dropped their awe-struck wonder at the blind and have taken up the commonplace attitude that comes of every day association. They all feel free to ask for an hour's entertainment and we welcome the opportunity of giving it, knowing its mutual benefits.

It is advisable to keep the institution constantly in the public mind in the most wholesome way possible. Legitimate advertising is one way to business success. We have a product to offer to the public, capable boys and girls. We must advertise that product to its best advantage. There are two kinds of advertising—the competitive—that to beat your rival in business, and the educational—that to teach the consumer the usefulness of something that previously had not entered his ken. The latter form is our method. Advertise the blind and their work on every proper occasion. If the city has a Mardi Gras, affiliate and put a float into the parade, showing your pupils at work. If your town has a "Home Products Week," cooperate. Put your school work on display. If the Ladies' Literary Club gives a bazaar, send some of your girls to do a turn at aesthetic dancing, or singing or reading. It is all a reputable kind of publicity and it makes your pupils so familiar to the people of the town that they are thought of no longer as curiosities, but as normal persons with normal possibilities. At the Utah School, we have taken every opportunity of advertising within proper limits. We have put units into the "Good English Week" parade; we have displayed our handiwork at many public exhibitions, and we have sent our pupils out to every worthy gathering where people could see them and become accustomed to them.

A campaign of this kind, unfortunately, is confined to the city in which the school is situated. Opportunity to extend our affiliations to other centers does not often arise. The Utah School has been asked in now and then by clubs of other cities besides Ogden and we have felt justified in taking classes to these distant points, believing that the expense and trouble are well compensated for in the good impression we seem to have left. In any district where there is likelihood that our pupils may return to take up their economic lives, we are justified in presenting ourselves

and creating the best attitude possible in the minds of the people who are to receive them. If occasion does not come to us, we may be pardoned for causing it to come. We must make the people feel that the institution is not a sanctuary for waste childhood—but a vitalized part of the school system that produces usable young men and women.

The public school system itself should not be allowed to forget that we are one of its parts. We should affiliate in all educational matters with the same assurance of our right to affiliate as any district school or state university. The Utah School asks all its teachers to attend the annual sessions of the State Teachers' Association and provides holidays for the purpose. We have had our representative in the House of Delegates, an inner group of this Association organized to do intensive association work. When we first appeared in the House of Delegates, we seemed to shock the members with the idea that a school for the deaf and the blind had any claim to educational standing. We made our presence known, however, and now the public schools of the state accept us at par. Many of our grammar graduates enter public high schools without question. We have adhered to this affiliation for many years. The Teachers' Association recognized us as a part of the school system of the state when it elected the Utah superintendent as president of the association.

Of course, there must be discrimination in the matter of clubs and societies. We cannot hold ourselves at the beck and call of every organization that wants to use us for an hour's entertainment. There are some to whom we should be but a passing show, whose influence in the community is negligible. On the other hand, there are many clubs that would bring us into vital contact with the soundest elements of society. These are the men and women with whom we should make ourselves one. Each single member of such a group stands for a large and assorted background of relatives and friends. When we touch the one, we are indirectly touching the many and thus we are multiplying our influence in quarters where it will be of most consequence. In the Rotary Club, for instance, each man represents a certain class of citizens. He is presumably at the fore-front of that class, the man of most prestige in his group. If we have a handclasp with him, we have an electric point of contact with all whom he repre-

sents. So it is with the Federation of Women's Clubs, the Ladies' Literary Clubs, Chambers of Commerce, the Kiwanians, and that long list of responsible organizations that every city affords. It is these that we must select to be our friends and to have an intimate interest in our schools.

Teachers of the school should be encouraged to become members of these associations whenever possible. The teacher whose interests are nothing but shop only intensifies the restrictedness and isolation of our pupils. It is a distinct advantage to any school for the superintendent to be a member of the Chamber of Commerce, a Rotarian and a member of the Golf and Country Club. It is good for the teachers to belong to the Drama Club, or the Literary Organization and the reaction is good for the pupils. Our girl scouts appreciate the fact that their scout master is also the scout-master of a troupe of town girls. It all brings into the institution the normal life of the world outside, and makes our interests one with those of our fellows. The teacher who comes to the classroom sleepily after a midnight session of bridge or a belated dancing party (we do not object to either and we enjoy both) may have a distorted conception of what social interests are, but the one who brings in chatty discussions of a new novel from the literary club, or a new idea in teaching from the town teachers' institute, is a vitalizing influence in the school. All such activities are sure to bring teachers and pupils in contact with the world outside, give topics for discussion and consideration, make live subjects for oral and written composition, and add immensely to the educational horizon.

We once had a blind boy of little mentality, who after some weeks ventured beyond the long hallway to the stairs and finally out into the open air. Later we found him going round and round in a small circle. Encouraged he found his way about the quadrangle by following the cement walk. Again enlarging his world he discovered the play-ground, the swings and other play apparatus. Each step outward from the long hallway brought him to new things, the roadway, the fence, the garden, the orchard, the barn, cows, horses, wagons, etc., etc. His interests grew. He met the gardener, the teamster, the milkman and the foreman of the farm. He found something new to talk about every step of

the way. He discovered a big world for a blind boy of meagre mentality.

For our brighter children his experiences might be multiplied a thousand times in as many directions as their activities outside the schoolroom go. Teachers also may grow by contact with every worthy civic, social, educational and commercial agency. We should affiliate with these agencies not only as an institution, but individually,—as teachers and officers.

We say that we must be discriminating in our choice of clubs with which we identify ourselves. There is another danger against which we must guard. In our zeal to make a good impression, and to show our work to best advantage, we may emphasize the elements of display and neglect those of sound usefulness. Some educators are decrying this tendency in the public schools today, and we should discourage it in a school for the blind, where it would have the bad effect of making our pupils superficial when they should, above all things, be sound in their scholarship and practical in their ideas. The embellishments of education are too often stressed as they usually make the best exhibits. The decoration is too often made to do duty for the structure that should rise behind it. We should always hew close to the line of our regular work when we give a demonstration, so as to give false impressions to neither performer or spectator.

Our big May Festival, which was seen by nearly ten thousand people this year, is largely a culmination of the gymnasium work of the term. We dress it in its best colors, but we do not offer it as a spectacular program. The pupils are taught aesthetic and folk dances for the good that is in them, and we later combine these dances into a story and pageant. The May Festival is by far the biggest advertisement we have ever had, and we are proud to call it a demonstration—and not a display. It would be a calamity to the institution if we bent all our efforts to the making of a May Festival. We bend our efforts to teach gracefulness, rhythm and physical culture—the Festival is a happy by-product. So should it be in all cases of exhibition, substantial worth to the pupil is the one consideration. (May we take a few minutes here to tell of our Tenth Annual May Festival, "The Story of the Blind," given in May, 1922,

at Ogden and at Salt Lake City?)—F. M. D.

Our first duty is to our boys and girls. If we can, by affiliating with civic, social, educational and commercial organizations, broaden their lives and enhance their usefulness, then by all means we should affiliate. If we can clear the pathways of opportunity and social acceptance for our pupils by fraternizing with the outer world—then let us fraternize. Let us so mingle in the social structure that is about us that no one shall ever forget that we are a part of it, that a school for the blind is a unit in the public school system, and that blind boys and girls are, though blind, still boys and girls. And, finally, that

teachers and superintendents, even though blind, have a vision, and are human beings with broad shoulders, tender hearts and big souls, serving humanity in an effective, wholesome, cooperative and commendable way. They should go forth as emissaries into new countries and bring back spice and mirth, joy and life—as well as abundant food—so that we may have something to eat besides the bread and water of life—something to talk about besides Shakespeare and Longfellow, some problems to discuss and solve other than square and cube root, and something to read and study as well as books—and books—and more books.

ANNUAL REPORT ON BRAILLE TRANSCRIBING

JULY, 1921-1922

By GERTRUDE T. RIDER, Librarian

Room for the Blind, Library of Congress; National Adviser on Braille, American Red Cross, and
ADELIA M. HOYT, Assistant

APPEAL

"If you have gazed into the flaming dawn,
And in that gazing felt your strength reborn;
Or laved your jaded soul at twilight hour
In magic half-light, full of healing power—
If you can count, in irksome solitude,
As solid joys, great pictures you have view'd,
Or know, in lonely watches of the night,
The soul-relief of 'turning-up' the light—
If you enjoy the daily commonplace
Of looking frankly in a comrade's face;
Or daily feast your eyes with hungry gaze
Upon your little son who runs and plays—
If, in mere seeing, half your life is made—
Then think on those who can't; and lend
your aid."

W. H. J.,

St. Michael School for the Blind.

Kemmendine, Burma.

Another year has passed in the history of Braille transcribing. It has been marked by unusual activity, and many new features have been added.

In October, 1921, the American Red Cross officially adopted Braille transcribing as a part of its volunteer service. The first event of interest was the Braille exhibit shown during the National Convention at Columbus, Ohio, October 4-8. Books and apparatus were furnished by the Red Cross Institute for the Blind, now Evergreen School for the Blind. Mr. Bernard Corcoran, a blinded soldier from that school, assisted in the booth, as did also representatives of Braille work in the Chapters of Chicago, Illinois; Providence, Rhode Island; St. Paul, Minnesota, and

Washington, D. C. Demonstrations in reading and writing Braille were given daily. The need for more Braille books was explained, and volunteer transcribers solicited. The booth attracted hundreds of delegates who showed great interest in the work. During the evening program devoted to Volunteer Service, a short talk was given on Braille transcribing.

GROWTH OF THE WORK

As an outcome of the work at Columbus, and publicity through the Red Cross Courier and elsewhere, many new workers have been enrolled. Previous to this time, six Red Cross Chapters,—Boston, Massachusetts; Chicago, Illinois; Pasadena, California; Providence, Rhode Island; St. Paul, Minnesota, and Washington, D. C., had engaged in the work. All these have shown renewed activity. For example, the Boston Metropolitan Chapter enrolled more than fifty new students and helped organize classes in nearby centers. Among the new Chapters now actively engaged in the work are:

California: San Francisco, Santa Barbara.

Connecticut: New London.

Massachusetts: Brockton, Salem.

Michigan: Detroit, Plymouth.

New Hampshire: Nashua.

New Jersey: Englewood, Madison.

New York: Brooklyn, Buffalo, Lancaster,
New York County, Rochester,
Tuxedo Park.

Maryland: Baltimore.

North Carolina: Hickory.

Wisconsin: Appleton.

Here and there individuals have taken up the study of Braille. Some of them look forward to interesting their Chapters in the work.

During the first three months of the year eighteen certificates for proficiency in Braille were granted. After the Red Cross became officially connected with the work a new certificate was prepared, and before the close of the year fifty-three of them were issued to others who qualified, making a total of seventy-one certificates awarded during the year. More than two hundred volunteers are now in training, and probably half of them will soon receive certificates.

RESULTS

The object of all effort is to produce books of which there is a recognized deficiency. The year's record shows that we received over twenty-nine thousand pages of Braille manuscript (a 50% increase), proof-read more than twenty-seven thousand pages, and completed three hundred and forty-four volumes. Few of these volumes contained a small number of pages. (The standard size of bound volumes of hand-copied manuscript is nine and a half by twelve inches, and their thickness varies from two to three and a half inches.) While some of this material consists of the first work of new transcribers, most of it is contributed by established workers and is superior in quality. Among the books brailled are the following:

Awakening, John Galsworthy.

Urga the Sacred City of Buddha, Roy Chapman Andrews.

Within the Porte Called Sublime, Demetra Vaka.

One Third Off, Irvin S. Cobb.

The Next War, Will Irwin.

Adventures in Friendship, David Grayson.

His Own People, Booth Tarkington.

The Desert, Arthur H. Smith.

Story of the Great War, Roland Usher.

The Salvaging of Civilization, H. G. Wells.

Peace in Friendship Village, Zona Gale.

Galusha the Magnificent, Joseph Lincoln.

The House of Merrilees, Archibald Marshall.

Just David, Eleanor H. Porter.

Son of Power, W. L. Comfort and Zamin Ki Dost.

The Man Who Understood Women, Leonard Merrick.

Robert Louis Stevenson, Isobel Strong.

In the Diamond Fields of Brazil, Harry A. Franck.

The "One True Religion" as G. Stanley Hall expounds it.

Partners, Margaret Deland.

Abram Lincoln, Carl Schurz.

This work has been done with much painstaking effort on the part of volunteers who must learn to write accurate Braille, for only such is accepted. To some extent teaching has been done by various chapters under local instructors. Scores of volunteers have, however, received their training directly from the Red Cross through correspondence. In November the Red Cross issued a pamphlet containing a history of the work, and five self taught lessons in Braille. This has proved both useful and adequate, and a second edition was issued in June, 1922.

Revised Braille in Ten Lessons, a booklet prepared by Miss Madeleine Loomis, was published by the Chicago Chapter. This course of lessons follows a different plan from the one outlined in the pamphlet issued by National Headquarters (A. R. C. 414). It is a Teacher's Manual, helpful to those conducting Braille classes, and is not designed for workers studying alone, nor adapted to those using slates.

With the special aid of Mr. Charles F. F. Campbell, former Director of Evergreen School for the Blind, now Director of the Detroit League for the Handicapped, we prepared a list of words showing the proper use of contractions. By courtesy of Mr. Campbell, five hundred copies of the word-list were printed and given us. One of the difficulties in transcribing is the proper use of contractions in certain words. In this connection our workers are finding the word-list extremely helpful.

To further the work and secure good results, we maintain correspondence with all transcribers. Hundreds of technical questions are answered. All material is approved before being transcribed. Every individual's examination paper comes to us and is passed upon before copying is begun. Each page of manuscript is proof-read and notes sent to the transcriber. This is done by blind experts. At the beginning of the year we had

four proof-readers. This number has been doubled, and others are in training.

Not all blind persons can do proof-reading. It requires a technical knowledge of Braille, good English, orthography, punctuation and good form. The proof-reader must be an observant person with judgment and resource, not only able to discover and note errors, but to correct them, and make a manuscript look neat and readable.

After the book has been proof-read, its pages are numbered in ink, and shellacked on the back to preserve the dots from wearing down under the pressure of many fingers. A few transcribers do their own shellacking, but most of it has to be done here. The volunteer again comes to our aid. The women of the Clerical Corps, District of Columbia Chapter, during the year shellacked nine thousand pages, including their own manuscript, and that of others. Fifteen members of the Junior League of Washington, D. C. gave from two to four hours volunteer service each per week from November to April. The time they gave amounted to the full time service of one person for three months. These young women numbered and shellacked thousands of pages and did other useful things in connection with the work. Their help was a pleasure, and we believe they enjoyed the work enough to aid us again. Four Junior League members learned Braille and qualified for Red Cross certificates.

One of the pleasant features of the year has been the occasional visits of some of our transcribers. They come from all parts of the country. Sometimes Washington is in the line of their travels, but more often they make the journey here for the express purpose of having a personal interview and getting direct information. These visits are mutually helpful. They enable us to better understand local problems and individual difficulties, and give the visitor a broader outlook upon the work, renewed interest, and a resolve to do more and better work.

REPORT FROM EVERGREEN SCHOOL FOR THE
BLIND

April, 1922

"The Braille library at Evergreen School for the Blind, although small, contains more books in Revised Braille, Grade One and a Half, than any other library in the country. Its chief interest, however, lies in the fact that out of the 1,395 volumes in the library,

822 are hand-copied books, transcribed by volunteer workers throughout the country. One can see from these figures the great value of the volunteer work, since the press made volumes amount only to 573 in number, and include many duplicates.

The monthly circulation varies from 104 to 178 volumes. One important feature of the library is the reading room, where the men go during their spare time to read and smoke in quiet.

To those who have been engaged in this work from the beginning and remember the hard struggle these newly-blinded men had in acquiring Braille, and how much they disliked it, it is a source of much gratification to see what happiness and comfort it is now bringing to many of them. Many instances could be cited showing the present popularity of the once much despised subject. If a book is read and liked by one reader, the news soon spreads, and in a short time we have a waiting list for the book. When at the hospital, the men send to us for Braille books as soon as they are able to read. One man, who had been having a book read aloud to him, was delighted to find that he could finish his story himself in Braille. This serves to give a slight idea of the important place which Braille is now filling in the lives of our students."

APPRECIATION OF A BLINDED SOLDIER

We are in receipt of many letters from the blinded soldiers expressing their appreciation of the Braille books. We quote from one of these the following:

"I am returning the seven volumes of the work by Prof. Usher, '*The Story of the Great War.*' You were so kind to send me this interesting work of Prof. Usher's. It has been the most interesting of all stories of the war I have read. The whole story is told in gripping words and graphic word pictures. The essential things about the war are told in unmistakable language. I think it one of the fairest views of the war I have read. I never stopped reading until I had finished the last volume and the last word. One's interest is aroused from the start, and it is held until the very last.

You could not have sent me any number of books I enjoyed more than these."

The book referred to was hand-copied at the request of one of the ex-service men.

Without the volunteer brailist his wish would not have been gratified.

EFFECT OF BRAILLE

A delightful feature of the work is the attitude of the transcriber toward it. This is shown in the following extracts from letters received:

"Braille has a fascinating hold upon all of the workers who are attempting to learn it.

"As for myself, I am so fascinated with it all that I cannot keep away from it. I am very happy that the opportunity came to me to take it up, and with the pleasure of it all to feel that I am doing some good.

"It is the most 'appealing' work I have ever done."

The head of a Western Chapter writes:

"It would do your heart good to see these women. They are so anxious to make good, so happy to be able to do something for the blind soldiers. They do not want to waste a minute."

A number of women have found in Braille transcribing a source of comfort in hours of sorrow. We quote the following from a letter just received:

"Nothing has taken me out of myself as the Braille—with its necessary concentration."

Mr. Charles F. F. Campbell, long engaged in work for the blind, when he took the directorship of the League for the Handicapped, in Detroit, Michigan, began organizing and teaching Braille transcribing. He went into the work with his whole heart, as he always does, and the results have been remarkable. Concerning the work Mr. Campbell writes:

"I have never had anything to do with anything in the blind work which has pleased me more than this Braille work. It has a fascination for these volunteers which is simply phenomenal."

Quoting from Mr. Campbell's article, "WHAT WRITING BRAILLE BOOKS MEANS TO THE CAUSE OF THE BLIND":

"... As a child, I was brought up on the idea that there was a very real place for hand-written books in Braille. Week by week, as a little boy, I saw a large hamper come from the National Library for the Blind in London to the Royal Normal College for the Blind, and it was always a source of delight to me to see how

keen the blind pupils were to secure the handwritten books which had come to the college in this way. Because of my early acquaintance with manuscript books for the blind, I probably accepted the proposition as a matter of course and, until recently, I never thought of it as a potent means of interesting people in the blind.

"... While connected with the Red Cross Institute for the Blind in Baltimore, where the United States World War blind soldiers were trained, I was again brought face to face with the joy which comes to blind people as up-to-date books in Braille become available. During my three and a half years in Baltimore, I saw the appreciation of the blind soldiers for their Braille books grow until the time came when there was keen rivalry among the men to have the latest story at the earliest possible moment.

"Even this intimate contact with hand-made books did not show me the tremendous value which the writing of such books is to the cause of the blind as a whole.

"When I came to Detroit it devolved upon me to help volunteers to learn how to write Braille. During the past six months I have been responsible for teaching several groups, and I have been so impressed with the great interest which the writing of Braille arouses in the writers.

"... Only those who have seen the enthusiasm of these ladies grow, and watched the devotion with which they produce, week by week, pages upon pages of Braille matter, can realize the inestimable value of this work. Any woman who has laboriously punched out a hundred or more pages of Braille will never forget the blind."

THE OPTOPHONE

Newspaper and magazine articles appearing about the Optophone, and the inquiries they have elicited, suggest the timeliness of a brief report on that device for reading print by sound.

The Optophone is still in the laboratory stage. No report of reading speed has been announced by the American concessionaires. Those who have studied the machine and witnessed the demonstration of it hope that in time, with the perfection of the machine and the development of a proper course of study, it may become useful to the young blind in schools. It is thought unlikely that it will

ever become useful to the average adult reader.

The National Institute for the Blind, London, England, sometime ago carefully tested the instrument through a reader who had studied it for eight months. He was able to read from various books and papers between sixty and eighty-five words in half an hour, or from two to three words per minute. One juvenile text was read at the rate of four words per minute. The instrument is very delicate, complicated and expensive (\$600). It is doubtful whether it could be kept in repair by the average reader. The inventor believes a speed of 200 words per minute can be obtained, but those conducting the tests are not so sanguine. They are unanimous in the opinion that adult blind persons would not be able to attain a greater speed than thirty or thirty-five words per minute, the speed which is reached by expert telegraphists in reading the Morse Code, and that even such a rate would not become possible unless a long period were devoted to the subject without interruption.

REPORT ON WORK DONE FOR THE WAR-BLINDED BY THE UNITED STATES VETERANS' BUREAU

APRIL, 1922

Up to April 1, 1922, 510 men have been referred to the Supervisor for the Blind of the U. S. Veterans' Bureau, on account of blindness or seriously defective vision. 390 of this number have been given training to overcome their handicap, 260 of these having been at the Evergreen School for the Blind. 277 are in training at the present time, 85 at Evergreen, 130 in other institutions, and 62 in training on the job or in project training on their own farm or in their own business.

The Red Cross Institute for the Blind, popularly known as "Evergreen", located at Baltimore, Maryland, was an outgrowth of United States General Hospital No. 7, which was established to care for blinded soldiers and sailors upon their return from France. In May, 1919, the hospital was taken over by the American Red Cross as a school for the training of blind ex-service men under contract first with the Federal Board for Vocational Education and later with the U. S. Veterans' Bureau. On January 1, 1922, the school was taken over by the U. S. Veterans' Bureau, and has been operated by the Bureau

since that date, the name being changed to the "Evergreen School for the Blind."

When the Veterans' Bureau assumed control, special arrangements were made with the American Red Cross in order that the work might be continued without material change or interruption. The Red Cross furnished certain special equipment in addition to the equipment which was given to the Bureau when the school was taken over. The Red Cross has also financed certain recreational activities—this supplemental aid has been given from a special fund set aside for that purpose.

There exists in the United States no institution for the training of the adult blind, other than a few workshops and industrial homes, which, with one or two exceptions, are not equipped for the training of our ex-service men. The purpose of the Evergreen School for the Blind is, therefore, to give the pre-vocational or fundamental training necessary for the blind to all ex-service men blind or with seriously defective vision, who are eligible for training under the law, and certain special courses of vocational training particularly adapted for the blind.

The pre-vocational or fundamental training consists of courses in the reading and writing of Braille, touch typewriting and various kinds of hand-training such as basketry, wood working, hammock making, and the like, to teach the newly blinded adult to use his hands in place of his eyes. Prevocational instruction in music is also given.

The vocational training consists of courses in poultry husbandry, massage, storekeeping, dictaphone operating, commercial basketry, cigar making, music and vulcanizing. Music as a vocation is only given to students having the necessary qualifications. Poultry raising, massage, and commercial basketry have so far proved to be the most successful courses given. The market for basketry is restricted at present but it is felt that with work it can be developed. The men are being trained to make a wide variety of artistic baskets of excellent quality. The fact that the head instructor is totally blind is convincing proof of the feasibility of the occupation for a blind man.

The Poultry Department has also made good progress and is an interesting sight this spring. There are 475 laying hens with an egg production of 60,000 for the year. There

are ten laying pens, each cared for by one of the trainees. To see a totally blind man go into the laying pen, take the hen out of the trap-nest, feel the Braille number of her leg-band, and record same on the Braille-writer which he carries with him, and do it all entirely unassisted and as a matter of course, is a convincing demonstration of the value of applied Braille. There are 13 large brooding coops, properly heated, in which the baby chicks have been incubated and brooded this spring by the trainees at Evergreen. Here again a man is given entire charge of the incubation and brooding of his flock, under the supervision of the Instructor. The blind man, who has 300 baby chicks waiting to be fed by him, has no time to

think about his other troubles. Last December in the Baltimore Poultry Show, to which birds are sent from all over the East, the trainees at Evergreen entered eight birds in the Utility Class. These eight birds, judged entirely upon their merits by men who did not know that they were entered by blind men, received six prizes as follows: three firsts, one second, one third and one fifth.

There is a students' store which serves in the double capacity of a post canteen and a practical training opportunity for the man taking the storekeeping course, and a cigar factory in which the students are given training and which is run on a production basis; these are both handled by means of a Revolving Fund given by the American Red Cross.

CAN BLIND CHILDREN SPELL?

By SAMUEL P. HAYES, Ph. D.

It seems to be a very commonly held opinion among educators of the blind, that blind children cannot spell. As far back as 1888 I find David D. Wood, the blind organist of the Pennsylvania School, making the claim before this association, that bad spelling was then a prevailing weakness of the blind and explaining it on the ground that touch is of much less help in learning to spell than vision would be, and that the review of one's memories of the spelling of words by sound was much slower and more difficult than it would be with the eyes. During the war, an educator of the blind told me that he had a good position for a man stenographer which he would be glad to offer to a blind man if he knew one who could spell.

From the beginning of our research work in schools for the blind, much attention has been given to the question of spelling, and reports of the results were presented at the meetings of this association at Colorado and at Overlea, and were included in our recently published "Self-surveys in Schools for the Blind" (8) Our conclusions to date may be briefly summarized in the following propositions, in proof of which we present a sheet of graphs, printed as frontispiece to this issue. A. General conclusions based upon tests in schools for the blind.

1. Comparison of the blind and the seeing by grades is not fair to either group. Due to various causes quite familiar to this audience, blind children average four or more years older than seeing children in the same grades, and within a grade the pupils are often widely different in age, former schooling, degree of vision, age of blinding, etc. In the Starch *(14) spelling test, in which a list of 100 words from the dictionary is used to measure the range or extent of spelling ability, a comparison by grade appears to show a superiority of the blind over the seeing (see frontispiece, curve A), but this comparison is obviously unfair to the seeing who average more than four years younger; and in a graded test, like that made from the Ayres (1) list of the 1000 commonest words in ordinary use, the simple words selected for the little children in the lower grades of the public schools are too easy for the large retarded boys and girls in the lower grades of a school for the blind, so that we find pupils of low mentality getting as good a score as the brightest children in the school, who because they are bright have been promoted to the higher grades and thus had the most difficult lists of words to spell.

2. Comparison of the blind and the seeing by age groups shows a retardation in the Starch dictionary test of from two years in the earlier groups to five or six years in the later groups. One may explain this condition by

*Prepared for the 1922 Convention of the A. A. I. B. meeting at Austin, Texas.

* Numbers in parenthesis refer to articles listed at end of this paper.

reference to the slowness and therefore limited range of the reading of the blind, perhaps, or simply say that the same conditions which have retarded the blind child's progress in other subjects are operative in spelling. The obvious criticism of the Starch test, that many words taken by chance from a dictionary are eminently unsuitable to give to pupils in the grades, is of course applicable as much to its use with the seeing as with the blind. The Starch test is not intended to determine how well children spell the words they have been drilled upon, but to find out how many words of all sorts they have picked up correctly in school or outside.

3. We find a gradual increase in spelling ability with increase in age and with added years of schooling though in both cases the increase in spelling ability is more rapid in the earlier than in the later groups. Correct spelling is, of course, largely a matter of repetition, (though there are some individuals who seem to "take on" spelling from their reading, from their understanding of derivations, etc.) and years in school give the chance for the acquisition of spelling, while increased maturity is generally accompanied with a widening of interests and a desire to spell as well as to pronounce, the words of the growing vocabulary.

4. The influence of general intelligence upon spelling ability is plainly shown in the curve based on mental age. A child's mental age is determined by crediting a child with the age at which he is able to pass all the intelligence tests of that age group, plus a fraction of a year for each higher test passed. This curve shows the most regular upward trend of all, probably because it expresses the influence not only of increasing intelligence, but also the maturity of increasing age, and the practice resulting from more years in school.

5. The Starch spelling test shows enormous individual differences in spelling ability, scores in the third grade ranging from 28% to 82%, in the sixth grade from 42% to 87%, in the ninth grade from 74% to 96%. The best speller thus did more than three times as well as the poorest speller in the school.

6. Very little difference between the ability of boys and girls was discovered.

7. The age at which children become blind seems to have no decided influence upon spelling ability. Considering the importance commonly attached to visual imagery in the cor-

rect spelling of words, it seems surprising that those born blind spell as well as the rest. Evidently, in this as in other ways, they have been able to compensate by a more efficient use of auditory and tactual imagery.

8. The results of the use of the Starch test in seven schools for the blind in the survey of 1919-20, and in two other schools since then, are quite in accord with the early results at Overbrook, and the propositions advanced above may be taken as true for the whole group of schools. A single curve of results by age groups, (frontispiece, curve E), smoothed for use in the Manual (8), is presented in evidence.

9. The results obtained by use of the Ayres lists of words selected from the 1000 words most commonly used in business and family correspondence, tally closely with the results of the Starch test:—a retardation of from two years in the early groups to five or six in the later groups, a gradual increase in ability with age and years of schooling, a considerable increase with increased intelligence, great individual differences and only slight sex differences, no clear influence of age at blinding. The results are somewhat less clear-cut than those of the Starch test because the Ayres lists, graded for the seeing, did not fit the heterogeneous groups called "grades" in the schools for the blind; but the test seemed to the teachers to be a fairer one since it measured the pupils' control of words in daily use. In the Starch test we found 72% of the pupils were more than two-years below the standards for the seeing; in the Ayres test of easy, every-day words, 21% were *below passing*, if we set the passing mark at 61%.

It has often been said that spelling tests do not really measure spelling ability; that our duty as teachers has not been met by training our pupils so that they can pass a spelling test when we *tell* them we are going to examine them on spelling. Business men want their stenographers to spell correctly by habit, and perhaps to correct the spelling of their superiors. Parents want to be able to pass around to their friends the latest letter received from Mary or William, without feeling obliged to apologize for errors in spelling. Pupils graduating from school should be able to spell all the words they are likely to use, automatically, without having to stop and think, so that they may give themselves up entirely to the thoughts they are seeking to express and yet

be sure of an unassailable written product. We want then a measure of the incidental or spontaneous spelling of the pupils, when the spelling of the words themselves is not in the focus of attention, and an obvious means of obtaining this end is to make a study of the written work of students when nothing has been said about spelling, such as written results of various of our group tests, and the compositions written by the students in the test to measure their use of English.

B. The spontaneous spelling of blind children.

(1) In tests of memory

One of the early tests used at Overbrook and Watertown was the Pyle rote memory test, in which short lists of monosyllabic words were read off to the pupils for them to retain and write down immediately from memory. Thirty of the sixty-six words were misspelled by one or more pupils though the list consisted of such words as the following: cat, tree, coat, mule, bird, cart, glass, long, wet, fierce, white, cold, etc. One is prepared to find occasional phonetic misspellings like "sower" for sour, "fense" for fence, "cleen" for clean, "sarry" for sorry, "carpit" for carpet, "ded" for dead, "durt" for dirt, "ruff" for rough, "flor" for floor, etc. It is perhaps not surprising to teachers that a common word like tight should be spelled incorrectly in five different ways by eight pupils, —tite, thigh, tipe, tigh, and tited. But the ingenuity used in misspelling many words, was certainly uneffected examples—rough: rughh, ruff, rouff; dirt: dert, durt, mul, mwl, mewl, mawl, mue, mueul, mual; ful, mwl, mewl, mawl, mue, mueul, mual; fierce: fearce, firce, fierct, feerce, ferse, frese, fearise, fiashsess.

Similar results were obtained through a study of the papers handed in when Whipple's (17, II. p. 209) logical memory test was given in another school for the blind. In this test, a story was read to the pupils about a statue that came to life, with the understanding that after the reading the pupils should write all they could remember of the story. Following is the list of words misspelled and the number of times each error was made. There were 88 pupils tested, from the fourth grade upward:

Pedestal	23 times	wished	4
stepped	15	weeping	3
beautiful	13	slowly	3
statue	10	carving	3
marble	8	tear	3
check	7	began	3

struck	6	pale	3
prettier	6	finally	3
husband	5	warm	3
hair	4	kissed	3
sculptor	4	happily	6
angry	4	married	5
children	4	and many words	
		once or twice.	

In this test the pupils could substitute for a word they felt they were unable to spell, some easier synonym if they wished to do so. This probably reduced the number of misspellings.

2. In their English compositions

But the most convincing evidence of the spelling of the pupils is a display of their English compositions, written in response to the following instructions:

"I want to find out today what kind of a composition you can write. I am going to ask you to write a story about some interesting experience that you or a friend may have had at some time or other. The story should be your own; nothing that you have read somewhere or that you have heard at a theatre. It should be as interesting and exciting as you can make it, and long enough to keep you busy writing from 15-20 minutes. A real story will probably be best, but if you cannot write about a real experience, you may make one up. Here are some suggestions for subjects if you cannot think of any for yourself. However, you do not have to use any of these subjects unless you want to." A dozen simple subjects are then suggested and the writing begins. No help is given in spelling, and no mention is made of it, unless some pupil asks for help, when the tester says: "Spell as well as you can." It seems reasonable to suppose that in this test the children will be thinking mainly of the story and that their spelling ability will be pretty well indicated by the results.

In the survey of seven schools in 1919-20 well over 400 compositions were written under these conditions, and 72 more have been written in two schools tested since. On the whole, one must admit that the spelling is fairly satisfactory. Of course there are occasional papers in which many common words are mutilated, but when one excludes the errors that appear to be type errors, or due to careless use of the stylus, the total result seems creditable,—nearly 300 pupils spell correctly from 96-100% of the words they use, and another hundred average 90%. Of course, the pupils had the obvious advantage here that they did not have to use any word they felt they could not spell;

but they could use the same system of substitution in writing letters home.

So many common words were grossly ill-treated by one pupil or another that a study of the number and variety of errors disturbs the complacency expressed in the last paragraph and shows that there is still much to be done. To bring the matter forcibly to your attention, I have followed Whipple's (16) device, *i.e.* after assembling all the misspellings of each school, and of the whole nine schools, I have had fanciful compositions prepared in which a considerable number of the misspellings of each school and of the whole nine are used in separate stories. Several sheets of stories have been prepared and may be obtained on request from the writer. Following are two samples composed to demonstrate the errors found in 226 compositions written by pupils of two of the larger schools.

Mr. and Mrs. Horas Trent had just arrived at their lonely summer cabin on a certain Wednesday in June. They had barged a small luncheon with them, so now they ate leisurely of sandwiches, ponnuts and chesse, while they talked and planned how they would arrange the things cumming bye truck next day.

Finally Mrs. Trent said, "Horas, it's late at nite now. I hope you locked the door. That queer looking Etalian I'm afraid belongs to a gang of bandets."

"Don't be foolish, Markaret," said Mr. Trent. "There aren't any robbers around here, and if there are, I'll catch them. But of course I suppose I can hide the money in the burrow up stairs if you like."

"Sh", interrupted Markaret, "You don't know whether there are listenens around our home."

Next morning Mr. Trent heard Markaret shrieking, "Horas, get the policeman! That terrible Etalian man is cumming from around that barn in this direction. That desperator will kill me and steal everything."

Horas tried to hurry on his clothes, while Markaret kept crying, "Oh, I am dying of despair. He must be arrested. Have you a bullet in your revolver? He is at the door. Get him! Get him!—Oh, he has escaped again. He is making off behind the boulders."

Horas went to the door.

"Markaret", he laughed, "you have been mistaking. Your desperator is only a neighboring milkman, who has brought us our morning milk from his barn.—And his name is

Mik! Now if you have some appetite, suppose we go back and enjoy our breakfast."

Mr. Brown of Salesbury once had a fine diary of Jersyees and Holstines. One day his big black bull suddenly broke out and at once dashed straight by the yard to the road. Hearing the noise, three men like lightning tried to catch him. One took a loaded gun. The bull ran through a gate to a yard where the young sister of one man was on the piazza sewing. The man grabbed the girl and took her to safety just in time, then shoot at the bull, but did not hit him. The girl was not injured, but of course was much afraid. The bull now began coming in another direction. Then the men were much astonished to see him slide on the slippery grass banking, where he tripped and fell sprawling on the ground. Up he jumped and sped away on his path of destruction. Because he was a valuable bull and the men didn't want him hurt, they didn't begin shooting. He ran clattering around the house and gut too the woods before those in pursuit, who couldn't find in what direction he had gone. They searched all the evening and until the middle of the night. About midnight Mr. Brown, who had searched till he was tired, happened on the bull, who had dropped to sleep laying on the grass wet with dew. At the noise he began to wake, but Mr. Brown and a friend coming along just then succeeded in quieting him; they lead there now subdivided animal safely back to the dairy.

I shall privately inform the superintendents of the schools tested which compositions represent the orthographic vagaries of their own children, and supply them with a complete copy of the words misspelled by their pupils. But it seems to me that it would be interesting for all the superintendents to take these stories home and test their pupils with the words used. A large percent of these words are of the kind that anyone might have occasion to use, and it is certainly the busy words that children should be able to spell without effort. I shall never forget my chagrin when my family publicly joked me because in the summer of my junior year in college, while I was making arrangements for my first trip to Europe, I wrote home that after many complications and great effort I had secured my "birth," and I have always continued to feel a strong impulse to help

young people master the spelling of our tricky language.

C. The psychology and pedagogy of spelling.

1. Two types of bad spellers in college

This brings me to the question, "What can we do about it?" and to the psychology and pedagogy of spelling, which I have been investigating this winter in response to a request from the English department of Mt. Holyoke College that I should try to find out why a number of their students could not spell. Here, as in many colleges, students who hand in written work in any subject with words misspelled are reported to the English Department for special drill, and carry a "spelling condition" until they can pass certain tests imposed. The particular group sent to me did not seem to improve under the drill they were getting, and I was asked to see if I could find out "What was the matter with them." After rather wide reading in the experimental study of spelling (see references at end of paper) I planned and carried through quite a series of group and individual tests designed to measure the degree and nature of their spelling deficiency, and to determine if possible the mental causes for the errors they made in spelling. For the measurement of spelling deficiency I used a number of standard spelling tests for the eighth and ninth grades; for the determination of possible mental causes, I used measurements of visual and auditory acuity, of the degree and range of attention and perception, of speed of learning and ability to retain by the rote method, and of the type of imagery commonly used in recalling the spelling of words. I then had a series of conferences with the students, one at a time, discussing with them the results of the tests and the nature of their errors in spelling, and tried to find out in each case why the student had difficulty with spelling and how long the difficulty had existed.

Among the sixteen students thus studied, I found two fairly distinct groups, for whom I recommended quite different treatment. The first and smaller group I called the careless and over-confident spellers. These students had not realized that they were deficient in spelling until they began to have trouble with their daily themes and other written work in college. They do not make mistakes with the simple words of the Ayres lists and can probably avoid future "spelling conditions" if they take my fatherly advice about developing a "spelling conscience" by frequent reference to

the dictionary whenever they mistrust the spelling of a word, by building up their own lists of words that make them trouble so they will be at hand for frequent review until conquered, etc.

The other group, the really bad spellers, present quite a different picture. These students confessed to many years of difficulty with spelling and many of them seemed hopeless of ever being able to spell satisfactorily. They began to fail early in childhood, had apparently never been properly drilled on the easy words, and as the years went on they added failure to failure, and discouragement to discouragement. They reacted very emotionally to my questions and seemed willing to take any reasonable means of removing what they recognized as a serious and disgraceful social handicap. To this group I preached drill and hope. Their test results fully justified their discouraged condition, but I felt sure that any girl who had mind enough to get into college could learn to spell, and my mental tests showed no defect that made this position untenable. I gave them the Ayres lists of the 1000 commonest words, and suggested conscientious daily drill upon a few words at a time till the words spelled themselves. I assured them that what they needed most was confidence in themselves, and that the only way to get it was by conquering the commonest words as a foundation and then gradually building upon those by persistent effort day in and day out, making lists from their reading and their written work, studying derivations in the dictionary, and reviewing their lists constantly. As soon as they have conquered the 1000 words of the Ayres list, I shall give them further lists taken from the second and third thousand commonest words (10) and inside of a year I expect these students to bring themselves out of their mood of despair and up to a fair level of spelling ability. Of course they will have to watch their spelling for years, checking themselves up on the old words and adding new ones, but I feel sure the battle is half won if a student definitely determines to pursue such a system of eternal vigilance with some preliminary experience of success with easy words. Ability to spell is not some single, God-given faculty which endows us with an uncanny and mysterious facility for spelling all sorts of words whether we have ever seen them before or not. To be sure, some people are more wide awake to spellings and pick them up more easily than

others, just as they do pronunciations, and intelligent people begin early to help themselves by the use of a dictionary, the study of derivatives, appeal to rules, etc. But when reduced to its fundamentals, spelling depends upon proper associations between sensations and motor memories, and these associations depend upon connections in the nervous system which we must acquire in our individual experience. There are no "born spellers" in the sense that they are born with a *knowledge* of the spelling of words. The spelling of *each distinct word* must be *learned*. Interest in spellings and attention to the spelling of words we read, quickness in learning and retentiveness of what we learn, are all important factors, and the one who is gifted with these functions in a high degree learns so quickly and easily that he is hardly conscious of the process and frankly says it is no effort to spell. But even such a person will often be able to tell you how he happens to know the spelling of some of our puzzling words, perhaps even mentioning the place where he first saw the word printed.

2. Spelling a specific, not a general, function

Spelling is *specific* not *general*; we cannot develop spelling ability as we increase the size of a muscle by using it in various exercises which give it strength for other forms of activity. Learning to spell "phthisic" does not help anyone in spelling words like "receive" and "believe;" drill with any one spelling book gives no assurance of ability to spell the words of another book or of a business letter involving the use of a technical vocabulary. To be sure there is a certain amount of "transfer of training" through the use of rules, through wiser use of the laws of learning and through the development of ideals of accuracy and the confidence born of success. But in the last analysis, English spelling must be learned word by word, and group by group, tempering the amount of repetition, and the devices used to arouse interest and secure attention, to the endowment of the individual speller.

Now it is the contention of the writer, based upon years of observation in school and college, upon his test work with the blind and his recent work with "bad spellers" in college, that there is a considerable proportion of our population who, like the writer himself, are *not* endowed with the group of special functions which make mere play of the process of learning to spell, and who must therefore be

induced by some method of reward or punishment to take up in dead earnest the difficult task of mastering the spelling of the words of their native tongue. Simplified spelling may some day remove some of the more troublesome and unreasonable difficulties, but the forces of conservatism will undoubtedly prevent any hasty modification of our accepted usages, and it may be another generation before there will be any great change in the onerous task now imposed upon the children in the schools. We must then face the problem of teaching our difficult spellings to a large number of children who do not learn them easily, who in many cases do not realize the importance of conquering them until they have gone beyond the age at which the task ought to have been completed, and who will therefore go out into life with a sense of failure and a definite social handicap which may at some critical time be decisive for their success or failure in life. With the blind, the problem would seem to be of unusual importance. They have one handicap already, and their best chance of success in the competition of life depends upon their superiority over the seeing in things which they can be trained to do. Now there would seem to be no reason in the nature of things why blind children should not spell. The fact that those who are born blind do on the average spell as well as those who have had vision and therefore can picture to themselves how words look, shows that spelling can be learned and retained in terms of auditory, tactual or motor imagery as well as in visual pictures. In rate of learning and accuracy of retention the blind appear to test as well as the seeing, so far as our measurements have been developed.

3. Some hints on the teaching of spelling in schools for the blind.

"It appears to be the consensus of opinion" writes W. S. Monroe, (13) that one needs to be able to spell *correctly* the words used *frequently*, with a *minimum of attention or automatically*. In addition it is desirable that one should be able to spell a number of words which are used only occasionally." Now mental processes become automatic only after frequent repetition, and the number of repetitions needed and the duration of the impressions made have a direct relation to the *degree* of attention at the time of learning. This is the basis for the use of such devices to enlist interest, arouse competition, curiosity, etc., as

those suggested in that little book by Curtis (6) "Teaching spelling by plays and games," and this justifies a continuance of that ancient but still valuable method, "spelling down," though there are certain cautions needed in the use of all such methods. By drill, then, enlivened by appeals to the *instincts* of the child, we should make automatic that considerable list of words which the child will later have daily need to use, and our spelling books should be carefully scrutinized to make sure that the 1000 words of the Ayres list are all included in the lessons planned for the grades. Next, it seems to me, we should help the children to get absolute control of the words they want to use in letters, compositions, written work in geography, arithmetic, etc., by keeping lists of the words they have difficulty with and including these in the drill lessons. These might very well be supplemented by selections from the second and third thousand (10) and the 100 spelling demons of the English language collected in a survey of the South Dakota schools by N. F. Jones (11) and reprinted by Hayes (8 page 21). As the drill progresses, occasional use should be made of the simpler rules of spelling and an introduction given to the relations and derivations of words, though both these helps will probably be of much greater value in the higher grades, especially after a second language has been studied. At best rules and derivations are crutches and should be used only for help in difficult situations, in case of doubt, etc. Your stenographer has no time to stop and consider rules and roots; she must write rapidly and accurately and the words must run off her fingers correctly because the spelling has been drilled into her nervous system and no longer needs any more attention than walking or eating.

Drill through attentive repetition enlivened by competition or some other appeal to fundamental interests, is our final word on spelling for the blind as for the seeing. Some need more drill, some need less. Let us excuse from the review all those who attain a certain standard and let them work on new lists; this will serve as an incentive to better work and give the conscientious ones the joy of success. But always let us keep the lists somewhere near the level of the pupils' ability, to avoid the despair of frequent failure, and build on

sure ground, no matter how slowly the structure has to rise. Spelling is a hopeful, not a hopeless task, but success often depends on steady climbing and eternal vigilance rather than upon sporadic spurts of energy. In an article on the spelling of college students Wm. T. Foster, formerly president of Reed College writes (7) "The early grammar grades complain that the primary schools have failed to teach spelling; the upper grades find fault with the lower; the high school protests against the necessity of doing such elementary work; the college is vexed to find the schools have not instilled due respect for the authority of the big dictionary, and finally the business man derides all higher education because the college graduate in his office cannot spell." Is this picture as true of the blind as it is of the seeing? Surely we can alter it, and we must do so if we are to be true to our principle of sending out our graduates more perfectly trained for life's battle than their fellow students who have vision.

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THE NEED OF FURTHER INDUSTRIAL TRAINING FOR THE BLIND*

By JOSEPH F. CLUNK, Executive Secretary

Youngstown Society for Blind

Two years ago it was my pleasure and privilege to be present at the convention in Toronto, Canada, where the slogan was "Side by side with the Sighted." At that time we heard many papers and reports of the work done by our blind people in factories and other places where they were competing on an equal basis with the sighted. Results seemed good, but there was one fact that surprised me most. That was the general principle that ten or twelve dollars per week was good money for our blind workers. Fifteen dollars was exceptional, and more than twenty was very remarkable. While I had not been blind very long, still I knew that in some lines at least we could compete on the same basis as sighted workmen, and that if we did so the same amount and quality of work, then we should earn the same amount of money. It hardly seemed possible that sighted workers were content with such small wages. Either the blind man was not producing as much, or else there was something wrong with his job and he should be changed to things on which he could earn a living wage and on which he would be a hundred percent efficient.

Two experiments

Since that time, it has been my privilege to conduct two separate and distinct kinds of experiments. One was the testing of operations in a city where much work had been done, and the other was the educating of a fair sized city and the laying of a foundation so the public would give us a chance to prove ourselves. Of the two phases of the work, the educating of the public is at least as important as finding jobs, for it is useless to train blind people how to do things if the public will not recognize this ability. Both things must be done at once, and if any preference is shown it must be to the education of the public. There are two things that must be eliminated before the world will give us a square deal and a chance to live normal lives.

Blind beggars taboo

The first of these evils is the blind beggar. We can dignify the offender with any other term we choose, but to the world—and in fact he is—a beggar and nothing more. Such

characters standing in public places educate thousands of people in a single afternoon to believe that blindness means charity, dependence, helplessness, limited activity and disgrace. To him alone and to his kind we owe our present ideas regarding blindness and its limitations. To this negative educator the credit for so many broken hearts and shamed relatives who have been taught that to be blind meant being a beggar and a hopeless, helpless cripple. If the first man had played the game as a man and had not lost his self respect, blindness today would be considered as it truly is, not an affliction, not a great handicap, but an inconvenience, and one that is not great enough to keep any man from living his life to the fullest extent. The Blind beggar must go before we can expect the general public to give us the right kind of constructive help instead of destructive sympathy.

The second evil that we must eradicate must come from within ourselves. Too many blind people assume that the world owes them a living just because physical sight has been lost. They use blindness as an excuse to do anything that would not be tolerated among normal people. Appointments are broken, dishonesty is excused, and every law that the individual chooses to break is pardoned because the poor man is blind. If we want the world to regard us as normal and capable then we must observe the same rules of life that the sighted world enforces for all its citizens. We must keep a hundred percent standard and live up to it. With these negative educators removed, the public will gladly receive any positive education we may give it in the way of lectures, the right kind of newspaper articles and practical demonstrations.

Social work for the blind pointing to national agency

Probably the most efficient agent in educating the public of any city is a local Society in that city. Such an organization is on the job at all times, and its sole business is to prove to the public as well as to the blind that life can be a normal, every day, commonplace affair regardless of any lack of sight. Every city having a hundred thousand or more inhabitants should be able to support at least one full time worker, and small places should,

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have part time workers or volunteer committees. We have about seventy-five thousand blind in this country, and not nearly enough workers for them. This convention should have five hundred delegates instead of a hundred and fifty. But many communities are too slow to recognize their problems, and they go for years without taking care of their responsibilities. If we had a national organization that could go into every part of this country, or into any particular city and so educate that city that it would take care of its blind, then we would be making some real progress towards independence. Such a national organization could stand behind the new societies and could furnish workers or information or both, as well as acting as a source of information to the older organizations. We need this American Foundation, and we must have it.

"Let us work"

The greatest problem for any person regardless of his physical or financial condition is that of occupation. To keep busy means to keep happy for all of us. This is particularly true of the blind, for while others can entertain themselves in many ways, the blind man or woman must keep his hands and mind busy all the time. Many men learn to do housework after losing sight who never thought of such things before that time. But mere occupation does not satisfy a real man, for he wants something that will help him to maintain himself and allow him to keep his self respect.

Too much stress laid on lack of sight

In searching for such employment, the mistake too often made is that of considering blindness as the greatest disability instead of it being secondary, as is often the case. The average man over sixty-five years old would be on the retired list even if he had good sight, and work for him should be first considered from the standpoint of his age, and second in regard to his blindness. The same is true of those that have paralysis, the mentally deficient, and the crippled. To these people blindness is incidental and does not have first consideration. A one-legged man in a certain city had to have a job that did not require standing at his work. Another man who had lost several fingers on one hand to be placed with this fact in mind first. As for the man or woman who is mentally and physically fit, and who has only lost sight, there seems to

be no limit to the number of things which can be done. In fact, we find blind men and women in practically every field. There are attorneys, physicians, osteopaths, chiropractors, massuers, professors and teachers in academic subjects, as well as our famous musicians. There are many opportunities in the professional field, and if a man or woman is naturally qualified for such positions with sight, there is no reason why he or she cannot fill some place in the same field without sight. While many of those who train for professional work fail to make good, still the number is no larger among the blind than among the sighted, and we cannot hope to do much better than the average normal man.

Natural ability THE limitation

In the business world we have our storekeepers, wholesalers in many lines, manufacturers, and salesmen. Here again the man's field is limited only by his natural endowment other than sight. But the great bulk of mankind does not qualify for either the professional or business fields, and so it is that we find our greatest problem for the average blind person is trying to fit him into the ordinary industrial world. Up until a few years ago public opinion limited blind men and women to a very few occupations. It was believed that regardless of a man's previous occupation, when sight was destroyed he must either be a broom or basket maker, a rug weaver, or a chair caner. A few of the higher grade men were selected for piano tuning and the very rare exceptions for professional musical work. The recent war did much to change the public's narrow opinions regarding the blind man's activities. At that time working units in factories were badly needed and every man was given an opportunity regardless of his physical condition. Then it was that the blind man came into his own and proved his value to the community in modern industrial plants, and the field of occupation was widened until now we do not know how far it may reach. Bench work, assembling small parts of any kind has proven a valuable field. In this class of work we find operations that fit any type of worker regardless of his skill. Nutting bolts, packing candy, counting by weight on balance scales, assembling electric motor parts, taping coils, winding coils, assembling parts of automobiles, and many other things, all of

which have been proven practical jobs on which anywhere from a hundred percent on up may be attained by the right kind of workers. The machine shop has many operations which may be done by the more skilled or those who are mechanically inclined. Drill presses of any kind, except those doing layout work where blue prints are used, hand milling machines, tapping machines of any kind, hand screw machines, some kinds of lathes, and if the work is carefully selected—some kinds of electric spot welding may be done. The operations of machines opens many factories that are otherwise closed for there are many places that do nothing else and have no assembling of any kind.

Lack of sight asset to production

The greatest question of the employer after he has been convinced that blind people can work in safety in his factory, is the problem of production. Every workman must turn out a certain quantity and if any one cannot reach this standard, that employee is an expense to the firm. There are many places where blind workers are proving every day that lack of sight is a business asset rather than a liability. One man is assembling compensator switches in a large electric plant and the foreman says is producing as much as any sighted man, and of equal quality. The president of this concern says that "Bill" is the best loved man in the shop and by far the most dependable. In a recent contest the blind man won the shop prize for having the neatest workbench over a given period of time. He has held and will continue to hold his job not because he is blind, but because he is an asset to his firm.

Finding the right nitch

It is generally supposed that when a man over fifty years old loses his sight that he is nearly hopeless. John was a carpenter and did not go blind until he was fifty-three years old. During the last ten years, he has tried many different things, but at none of them did he earn enough to more than pay his expenses. At several small assembling jobs he was a failure. Finally he was put on a small drill press drilling holes in shackle bolts with a fixed jig. After the third day the superintendent said that John was up to normal speed and at the end of two weeks there were only two girls out of twenty on the same kind of work who could excel the old man at his

job. His earnings averaged between five and six dollars per day.

Blind women to work in factories

The question has often been raised as to what blind girls may do in regular factories. There are many jobs being done by sighted girls in all kinds of places and on many of these the blind girls can qualify as well as the sighted. Packing candy, wrapping, setting up boxes and assembling small parts of all kinds. One very interesting case was that of a totally blind girl who was placed in a sewing machine factory assembling small parts. She failed to make good at this kind of work and was transferred to a small drill press, drilling the holes in the bed plates of machines. At the end of the first day she was up to normal speed and after two days was doing fifty percent more than the average sighted girl.

Employer recognizes good workmen

Charlie was a piano tuner and had failed. He also tried store keeping and selling, but could not make a living at either of them. Finally the local society secured an opening for him with a large electric company and Charlie began work arranging carbon brushes on trays before they are copper plated. The efficiency engineer stated that he was just twice efficient as the average sighted girl on the same job. Now he has another position measuring these brushes by machine, and is doing as well at this new operation as at the old one. A very interesting feature of this case is the care being taken of the man by his firm. Charlie is an independent individual and does not want to be treated differently than others. He refuses to allow anyone to walk into the plant with him or to give him any assistance not absolutely necessary. To avoid hurting his feelings and to protect the man, the company has had him shadowed for over a year as he goes through the congested yards of the plant. The man does not know it and the firm would not have him aware of the fact. It is simply a case of a great corporation being won over by a so-called cripple who has proven to be one of the best workers in every respect that the company has ever had.

General factory employment office unable to place blind as yet

While all of us may believe that a blind man is an asset to a firm when he is properly placed, just as is any other man, still the time is far distant when it will be possible for any of us

to go to any factory where we can work and where we would be given a job in the same manner as any other employee. Even now, is an asset to a firm when he is properly placed, being done, there are very few factories where we are considered as other men are considered, and where blind men are hired and fired as normal men. Until the time does come that the world recognizes us as normal people with every day abilities and qualifications, we must have "salesman."

Should placement agent for the blind be himself blind or sighted

The idea or principle of employing blind must be "sold" to the employer just the same as he buys any other new idea or piece of merchandise. There are many differences of opinion as to just what kind of a person is best suited for this kind of sales work. Is a sighted person best fitted, or is a blind person of the same selling ability the better for this work? Advocates of the sighted placement agent say that it is easier for them to find operations and that foremen and superintendents cannot lie so easily to them. Then, too, sighted workers can instruct the new blind employee better than any one else and the blind man who wants the job can demonstrate as well as anyone whether the work is possible or not.

On the other hand, the advocates of the blind salesman insist that a capable man of this type can sell his principle by demonstrating whether it is practical from every angle. Such a person has a positive attitude toward his job, knows his business and can prove in the shortest possible time whether the work can be done or not. Then, too, he satisfies every objection of the employer as to how his new worker is going to get to the plant, how they are going to teach him and how efficient he is going to be. Another important result obtained by the blind demonstrator is the showing to the company what can be done in their plant without sight, so that when one of their regular employees loses sight, they will not have to send him home on a pension, but can bring him back into his old place and help him keep his independence and selfrespect by doing a man's job among his former fellow workmen. Every sighted placement agent knows how difficult it is to place a second man if the first one fails to make good. Usually it is almost impossible to reopen the doors a sec-

ond time. The blind agent can prove that the failure was due to the man and not to the operation and can demand the privilege of placing a second man and even a third or fourth, just as is done with sighted help when one or more fail to qualify on any given job. If it has been proven that sight is not necessary, then we should have the right to the same treatment as others, and we usually get it under such conditions.

Some placement problems

A few illustrations of what a placement agent has to contend with may be interesting. One firm that employed a partially blind man on a hand riveting job declared at the end of the first day that the work was not practicable because the man had only done about a fourth as much work as he should have done, and that much of that was not satisfactory. The blind demonstrator arranged to work half a day in the factory to test the job. He succeeded in equaling the average amount for a sighted man, and was allowed to place a second man on the job. This second man did seventy pieces per hour while a sighted man was doing sixty and earned the same proportion of wages. The second man stayed until the factory closed down and the firm has stated that they will employ another blind man at any time they have the work for him to do. A famous multigraphing concern refused to allow a demonstration or to consider the proposition because they could not afford the loss of production resulting from the curiosity of other employees in watching a blind man work. The agent asked permission to work for fifteen minutes on any machine with the condition that if the operation was not proven practicable in that time it would be condemned. Four machines were operated in an hour. Two drill presses, one milling machine and a turret lathe. On all the first three, normal production was attained equal to that of a sighted beginner and on the turret lathe the production and quality of an experienced man was equaled in less than the time allowed.

A modern steel plant is a problem for any placement agent. Factory conditions inside as well as outside seem to forbid any work for us in such places. But there are many jobs in even these places for the capable blind workers. It requires six weeks for a demonstrator to convince the officials of a certain large mill that they had work for a blind man and that

it was a practical business proposition. The foreman was the last to fall from his original position and that victory was won only when the demonstrator went into the socket mill and operated two gang tapping machines at a rate equal to and in one case surpassing the work of the average sighted worker. While it is possible for a sighted placement agent to convince the average employer that a blind worker can do certain bench jobs and can work safely at fairly easy operations, no amount of logical argument will convince the average foreman that machines in his department can be operated by the blind. The best and quickest and in fact the only way to sell our capable blind into the more skilled jobs that pay the most money, is to do it by demonstrating. Such a demonstrator must have a fair amount of selling ability and must be able to educate the foreman and others in the department as to the proper way of treating the blind at the same time that the demonstration is being put on.

Invaluable concepts gained through sight in youth

It seems that those of us who have sight and normal treatment at least during the first ten or twelve years of life form a foundation of normality that lasts through all the attacks of special treatment and consideration that comes from friends and relatives. It is a foundation that few blinded from infancy have the chance to build. Until the sighted world learns to treat blind children as nearly as possible like the sighted, and until our educators require the same performance from them as from the sighted, we shall always have a class of blind people that are undependable and unplaceable in regular industrial concerns. Those who have had sight during the habit forming period of life know the rules of the game as sighted people play it, and those who never have seen things with the physical eye must be taught those rules, regardless of how harsh it may seem.

Manual training indispensable for the normal training of the blind

Every school, either residential or public, should have manual training approximately as nearly as possible as given sighted children. The old time trades are all very good and will always serve a good purpose, but the normal blind person does not want to be limited to a very few selected trades at which very few can earn a normal living. The Ohio

Commission for the blind is starting a very good plan this next year. The senior class of the State School is to be segregated and every pupil will be studied as to what he or she is best fitted for. The boys will be given opportunity to learn assembling of small parts, will learn shop rules and methods. Their training will be graduated from the most simple operations to the most complicated. The girls will receive instruction in commercial sewing and in the kinds of factory work usually done by women. This work is to be solicited from regular factories over the state and will be done on a straight business basis. It is a move in the right direction. When these young people come from school they will know of many things which they can do in their own communities, and with the help of the state or city organizations will have little difficulty in securing the right kind of normal employment.

It is estimated too that about half of the adult blind are not working because of the lack of special training that would fit them for regular work. Many blind people have to be "sold" the idea of working and it is very often more difficult to make this sale than to sell the employer. It is not fair to ask the average business man to train a sub-normal man for his shop, and yet if that man or woman could be given regular training under the proper conditions until his confidence and initiative were restored to normal, a good worker would result. In lieu of special shops for training men and women in modern factory operations, arrangements can sometimes be made with technical schools or other similar institutions to give this training to the blind individual.

In summary then, when considering the education and training of the blind industrially we must not forget to educate the public along positive lines as to the possibilities of blindness. We know too much of what cannot be done, and it is time we taught the world what we can do. Second, it is a proven fact that capable blind men and women are assets to their employers and that industry has many places for us. Third, while many fill positions without previous training, the majority of the blind requires special training to fit them for any kind of regular factory work. This must be given in the schools as well as in special training or workshops if we are to have every workable blind person fitted into his community's industrial life.

IS A FURTHER ADAPTATION OF BRAILLE NECESSARY? *

EDITOR'S NOTE.—The following article brings to the surface once more two of the most fundamental dangers in embossed printing; namely, that of too many contracted forms and that of a scale of type too small to be legible to the average reader.

In the language of Mr. S. C. Swift, Chairman of the Steering Sub-Committee on Diacritical Markings for Pronunciation of the American Commission on Uniform Type for the Blind, "The demand for a special code for scientific and educational works to assist students is significant. The further fact that special textbooks are recommended to contain a special list of contractions on the fly leaf is a further tacit confession of weakness in Grade Two. It would seem to me that now is the time for our American Commission to negotiate further in a final attempt to secure recognition of our scientific position. Of course, there is nothing in our proposed diacritics to prevent the National Institute for the Blind or any other publisher from listing a special lot of abbreviated words in any given text book, such as the sample cited by Jan Fraser in the article below, namely, *m c l* for muscle. Such abbreviations or syncopations have nothing to do with the principal of diacritics, which has everything to do with ultimate hundred percent grasp of a strictly scientific subject. Mr. Stainsby's warning regarding America is timely, and I believe sincere. He, himself, has always told me he opposed the inclusion of a large number of signs now standard with Grade Two claiming that the addition of every new sign weakened the cause and got further away from finality."

On Friday, May 26th, a conference organized by Mr. Walter Bowen was held in the Armitage Hall of the National Institute for the Blind, to consider the desirability of advocating a more scientific adaption of the Braille System to meet the requirements of blind students.

Sir Washington Ranger, D. C. L., was in the chair, "in his private capacity—not," as he remarked, "as Chairman of the National Institute for the Blind." He explained that the Institute had granted the use of the Hall for the discussion of this subject because of the interest which they took in all matters put forward with a view to furthering the interests of the blind, but that he himself had no intention of committing the Institute to an expression of opinion for or against the subject under discussion. When this was first mooted several people wrote to him in a state of alarm, fearing that it was proposed to interfere with the existing Grade II. As he himself understood the project the intention was to effect something in the nature of an extension of Grade II for the use of students, whilst the Grade remained untouched, for the general reader. Such a revision might prove to be of inestimable value to blind students; it might, on the other hand, prove valueless and be neglected within a year. He himself had nothing but good will for the project.

*Reprinted from *The Beacon*, July, 1922.

The motion then proposed by Mr. T. H. Tylor, Balliol College, Oxford, and representative of the Henry Fawcett Society, was as follows:

"That the present system known as Official Grade II does not adequately meet the requirements of the blind student, and that the present time is opportune for a more scientific adaption of the Braille System."

Having paid a graceful tribute to the brilliant academic career of the Chairman, and alluded to the lamented death of Sir Arthur Pearson, Mr. Tylor pleaded his cause in a very able speech. He spoke of the invaluable aid rendered to blind students by Grade I, and stated that the word "inadequacy" used in this connection was purely a relative term. The requirements of the blind student with regard to reading were very much greater than those of the ordinary reader. It seemed desirable that the enormous pile of embossed literature which met his needs at the present moment should be reduced in bulk without entailing the sacrifice either of speed or of clarity of expression. Mr. Tylor warmly praised the efforts made by the National Institute for the Blind and the National Library for the Blind, whose voluntary writers were trying to keep pace with the requirements of blind students. Could not a system be formed which would maintain all the merits of Grade II whilst diminishing its bulk? Every scientific experiment should be resorted to which could produce quality and save space.

Speaking personally, Mr. Tylor said he had very little fault to find with Grade III. As a representative of the Henry Fawcett Club he was opposed to it on the score of ambiguity. The extension he had in mind could be effected on the basis of Grade II by increasing the number of contractions without increase of ambiguity.

Mr. Walter Bowen, who seconded the resolution, said that most students of scientific subjects required at least eight or ten textbooks for reference purposes. He himself had required eight, and these represented some 100 braille volumes. How much easier it would be for the blind student to obtain access to 50 rather than to 100 Braille volumes, all of which had to be hand-printed, bound, despatched, and then stored by the student? Grade II was a contracted form of Braille capable of extension. There was yet space for

some 490 further contractions. The scheme was one which students all over the United Kingdom were anxious to see realized.

Mr. Ford, the oldest worker in the Stereotyping Department of the National Institute, then moved an amendment to effect the following alteration in the words of the resolution: "The present time is opportune for a more comprehensive list of contractions applicable to scientific books." This amendment was rejected later in the afternoon.

Captain Ian Fraser observed that he was at that conference in two capacities, firstly as a student, and secondly as Chairman of the Inventions and Research Committee of the National Institute for the Blind. Should the scheme now under discussion bear fruit it would in all probability take effect through the medium of the two great producing houses in the Braille world—the National Institute for the Blind and the National Library for the Blind. Whilst admiring the broad aspect of Mr. Tylor's speech, he objected to the words, "the present Braille system is inadequate." A short time ago he himself introduced a small-type system which had met with great approval. The characters in this type occupied seven-eighths of the size of the characters employed a year ago. This added to the speed of reading whilst it effected an appreciable reduction of space. He himself was opposed to the employment of further contractions and abbreviations. There were many people not law students who yet wished to read law-books; the same fact applied to subjects such as massage, electricity, and so forth. These people would be debarred from reading such books if they had not previously studied the extended system. The system in use to-day of abbreviating special words frequently recurring in scientific books appeared to meet all requirements (he gave as an example the outline *m c l* for muscle in the study of Massage). It seemed advisable to have special codes for special subjects, and by simply reading over a code in the front page of a book the whole would be made clear.

As Chairman of the Committee which would shortly be called upon to consider this matter he would have much pleasure in considering Mr. Bowen's suggestion of an extended Grade II.

Mr. Henry Stainsby, Secretary-General, National Institute for the Blind, then warned his hearers against making a fetish of space-saving. The Americans, with whom we were trying to co-operate, were working in the direction of fewer contractions. Should we increase the number of our contractions, we would drift further from uniformity and endanger the exchange of books with America. He said that every additional contraction inflicted a further tax on the memory. The present method of preparing a list of special contractions in special books was excellent and in his judgment fully met the demand for space-reducing in special books. It was, he said, difficult to obtain the services of volunteer transcribers largely on account of the intricacy of the Braille System. The inclusion of a large number of an additional contractions would deter volunteers from joining the Manuscript Department of the National Institute for the Blind. He saw no reason why abbreviations should not be used more extensively; the outline of the word was an aid to memory. Any further space-saving should, in the speaker's opinion, be affected by mechanical means in the printing of Braille. He hoped that some day Braille would be written in quite miniature characters which would (so to speak) be magnified when they passed under the finger.

Mr. Dixon said that the provision of contractions was an extremely difficult matter. He would like to know how much space such new contractions were likely to save, and he inquired if there were any system of small-character Braille which could be used successfully by hand-writers.

Mr. Merrick considered the present an inopportune time for adding to the list of contractions, which would save little space and inflict a heavy burden upon the memory. He advocated the use of Grade II for students and the provision of special contractions for special books.

Other speakers followed, and the resolution having been passed, a further resolution to the effect that "Mr. Bowen be asked to form a committee to give effect to the resolution which had been passed that afternoon," was proposed by the Rev. J. L. Sowden, seconded by Mr. Walter Dixon, and passed nem. con.

SEVENTH ANNUAL REPORT OF THE COMMISSION ON UNIFORM TYPE FOR THE BLIND

Submitted to the American Association of Instructors of the Blind at its Biennial Convention, Austin, Texas, June 1922

By H. R. LATIMER, Executive Secretary

For work done during the year ending June 1921 you are respectfully referred to the Sixth Report of the Commission on Uniform Type for the Blind, submitted to the Ninth Biennial Convention of the American Association of workers for the Blind, Vinton, Iowa.

Steering Sub-Committee on Mathematics

The Steering Sub-Committee on Mathematics reports that excellent textbooks have been prepared in mathematics covering the work of the elementary and high school grades. This work includes texts in arithmetic, algebra and geometry, the plates of all of which should be available by the early part of next fall at the latest. The committee has requested that the press of the Pennsylvania Institution for the Instruction of the Blind continue this mathematical work by embossing an acceptable text in physics, and Mr. Curtis offers to undertake the embossing of any college mathematics which may prove desirable. By the latter part of the summer it will be possible to issue a complete mathematical key for the use of embossers, said key to be based upon the experience gathered in the joint conferences over the work already done in mathematics as reported above.

Steering Sub-Committee on Embossing and Printing

The Steering Sub-Committee on Embossing and Printing reports little more than progress, but calls the Commission's attention to the necessity of working out a more practical method for making embossed maps and promises some development in this direction for another year. The maps found in the new Tarr and McMurray Geography, embossed at Louisville, do not appear to satisfy the teachers of geography and the Committee is desirous of securing something better in the line of tangible maps than those now in general use. The Commission has accordingly named the following as a Steering Sub-Committee on Embossed Maps, Messrs. Irwin, Curtis, Bryan, Miss McIntyre and Miss Merwin. The following statement from Miss Susan B. Merwin, Secretary and Superintendent of the American Printing House for the Blind, who

is a member of the Steering Sub-Committee on Embossing and Printing, is appropriate at this point: "The following figures are significant of the general adoption of Revised Braille, Grade One and a Half.

During the eleven months from July 1, 1921 to May 31, 1922, the American Printing House for the Blind has printed and distributed the following in text books and general literature in Revised Braille, Grade One and a Half.

Pages printed	1,709,162
Volumes printed	18,143
Volumes shipped	11,935

The American Printing House is now equipped to make two side plates and with the new press to do bi-page printing when desired. They are also ready to publish such music in Revised Braille as may be authorized by the Music Committee.

The most important feature of the year which contributes very largely to the development and efficiency of embossed printing and therefore of uniform type was the appropriation of \$25,000.00 by the General Assembly of Kentucky for an addition to the building of the American Printing House for the Blind. This addition will double the capacity of press room and bindery and give more space for storage which is so badly needed.

The Trustees of the American Printing House feel that they are very fortunate to have secured money at this time when many other appropriations were cut and discontinued. The State of Kentucky has been very generous in this gift for each state shares alike in the benefits derived therefrom."

Steering Sub-Committee on Foreign Postage, Exchange of Plates, Etc.

The Steering Sub-Committee on Foreign Postage makes no formal report, but the following data gathered by Mr. M. C. Migel, a member of this sub-committee, while in England recently, will be of distinct interest to all embossers of this country;

Stereotyping at the National Institute for the Blind, London, is all done by blind operators; up to recently they were always read

to, but are now using dictaphones almost entirely for all matters not very technical.

Mr. Stainsby and their present superintendent, Mr. I. E. Howlett, have about completed a new device for perfecting and improving dots on stereotyping. They will send one of the devices to America as soon as complete, should we care to have them do so.

They have applied special devices and improvements to their stereotyping machines of Howlett's own invention, and have a splendid foot regulator.

Printing Presses—Their printing is practically all two-side printing. They print dry about 1200 impressions an hour, four pages at one time (two pages double.) Mr. Howlett has been with them but a few years, but is of an inventive turn of mind and has improved all their machinery through devices of his own.

Their equipment consists of seven presses, six German and one Colts. They print everything dry and are able to do so only by using electric heating for the plates when printing.

They claim they discovered this some time ago, and until they did so, they had continuous difficulty.

They have certain clips on the presses which hold the plates, which they claim is their own idea in this respect, and that they can change a plate within half a minute.

They believe in printing that a speedy press such as the Rotary is of great value, still, for printing books which run in very limited editions, they favor their own machinery to a fast moving Rotary Press, principally because of the rapidity with which the plates can be changed.

Proof Press—They run a proof press separately.

Wire Stitching Machine—They use an American Elliott and German "Brehmer" made in Leipzig.

Letter Punching Press—They use a letter punching press for all addressing purposes; this is an English machine and seems to be a good one.

Folding Machine—They have a patent folder of Mr. Howlett's own invention.

Mathematical Writer—Mr. Stainsby and Mr. Howlett jointly have invented and are patenting an upward writer for mathematics, etc. This machine travels in either direction, and all work can be felt as they go along. They

claim it is a great step in advance and will send a machine to America if requested.

General Conditions—The entire plant looks shipshape, clean and in splendid condition, and Mr. I. E. Howlett, superintendent for the last four years only, seems to have an intelligent grasp of conditions required.

He is of a good mechanical turn of mind, and feels that if he can be of any assistance to our printing establishments in this country and America cares to have him come over for a short visit, he might be inclined to do so, as he undoubtedly could secure the consent of the National Institute.

If there are any machines enumerated above, of which we would care to have drawings, the same could be sent us.

They favor two-side printing for all their work and find no difficulty whatsoever in reading such embossed material.

Special Designs, Maps, etc.—They have secured the services of a Mr. Holmes whose special work is illustrations, maps, etc. Mr. Holmes was formerly an artist; he has become interested in blind work and claims to have a special appliance for making illustrations, etc., which can be fitted to any book for the Blind in any part of the page.

All the above is submitted for whatever value it may have.

Report of the Committee on Work for the Blind of the American Library Association

Mrs. Gertrude T. Rider now chairman of this Committee reports as follows: "At a meeting of the Committee at the Library of Congress, February 18th, the question of a system of regional centers or regional libraries for the distribution of embossed literature was considered and I am pleased to report for the Committee our definite and continued interest in the idea of regional libraries for the blind. At present we are able only to create sentiment for them. For some years we have felt that the establishment of a few well equipped libraries in territory where readers are now supplied from distant libraries, an ideal plan and objective.

Our Committee has recently been instrumental in aiding the Georgia Library Commission to establish a circulating library in Georgia. A small loan of embossed books has been negotiated and it is expected that the books will be changed from time to time. The Georgia Commission hopes also to act as a

clearing house on library facilities (outside the state) available for the blind of Georgia, and to compile a mailing list of the blind of the State with a notation of the type read by each. Circular letters of information will be sent out from time to time to all persons listed.

We will be interested to have you report to the Commission that a total of about \$12,500 has to date been raised through the American Library Association for embossing books. From this fund a total of 84 titles comprising 108 volumes have been brailled, and one title embossed in 5 volumes of Moon Type. Fifty-five percent of these books are fiction.

Selected Papers on Philosophy by William James, Caleb West, Master Driver by F. Hopkinson Smith, and Heyday of the Blood, by Dorothy Canfield Fisher have just been brailled.

Florence Nightingale, and the End of General Gordon, from Eminent Victorians by Lytton Strachey, and The Age of Innocence by Edith Wharton are "in press." After this work has been paid for, the balance on hand will be sufficient to braille another book.

Although for a year and a half no funds have been solicited, gifts totaling more than \$2,000 have been received, and two organizations indicate their intention to make further gifts.

Mention of the following authors and organizations contributing to this work show wide-spread interest and cooperation: Henry Van Dyke, Montague Glass, Jack Lait, Frank Crane, Mary Roberts Rinehart, Mary Raymond shipman Andrews, Irvin S. Cobb, Edward E. Peple, Ida M. Tarbell, Edith Wharton, Thomas Nelson Page, Mrs. Jack London, Holworthy Hall, Anne Sedgwick, Herbert Adams Gibbons, Ida M. Leupp, Grace S. Richmond, Albert Payson Terhune, Eleanor Porter, Helen Mackay, Stewart Edward White, Will Payne, Booth Tarkington, The National W. C. T. U., Red Cross Institute for the Blind, Drexel Library School, Daughters of Ohio in New York, Braille Society of Pittsburgh, etc., etc.

One donor desired a book put into Moon Type, which is not embossed in this country. The work was done in England by the National Institute for the Blind which agreed to provide copies of the work to American purchasers at 3s6d per volume. Contrary to ex-

pectation a number of libraries were required to pay the general increased price of 16s per volume charged all American purchasers of N. I. B. publications.

This Committee, meeting at the library of Congress on February 18, passed the following resolution "Our Committee expresses its thanks to Miss Cornelia Rhoades who, relative to the raising of a fund to be used by the English as a memorial to the late Sir Arthur Pearson, set forth in an able letter which appeared in the New York Times, The Tribune and The Sun, the great need for embossed books here in America. The Committee heartily endorses the appeal made by Miss Rhoades that in view of the high prices which the American purchaser must pay for the embossed English publications, some of those in this country who intend contributing toward the fund may be willing to help the American blind as well."

The Committee also addressed the American Foundation for the Blind, expressing a hope that that organization would issue a statement of the need for funds for embossing in America.

Steering Sub-Committee on Diacritical Markings for Pronunciation

From communications which have reached this Steering Sub-Committee from time to time during the past year, it would seem that a certain amount of misunderstanding obtains, relative to the real purpose of diacritical markings, the tentative schedule of which was adopted by the Commission on Uniform Type for the Blind in 1920 as a working basis. It appears that some embossers are not quite certain as to whether the various marks thus far suggested are to be used indiscriminately in all printings, or not. It would, therefore, be well for it to be made clearly understood that these various diacritical symbols are not intended to be generally used where works for current reading are in question, but are meant, in general, for use in works of a technical or scientific nature, where pronunciation, word division, et cetera must be clearly and sharply defined.

The second, and possibly more important fact of our diacritical year, if we may thus term it, is the evident hostility to concession on the part of our British friends. From communications received by you and transmitted to this Committee, it would appear that the

ostrich has his head in the sand; and is quite content to be thus blinded to all important facts of life. Your Steering Sub-Committee on Diacritical Marks is of opinion, however, that at least one more effort should be made on our part to secure joint consideration of the vital question of diacritics, before America is finally driven to adopt its own particular system of symbols. The American Commission on Uniform Type has already made great sacrifices in the interest of type uniformity, and we feel sure that its conscientious action will be rounded out and completed by this last attempt to secure an agreement throughout the English speaking world of the blind. If our friends refuse at this eleventh hour to meet us fairly and honestly at the halfway house of compromise, we shall then feel that we are entitled to the "te absolvo" of our conscience.

With regard to the minutiae of the year's work of this Committee, a few special points of difficulty to embossers have been considered and adjusted. We do not think, however, that it is necessary for these technical particulars to be included in this statement, especially since they are of importance only to embossers, and these have already been notified and have acted upon said notification.

The following communication from Mr. Henry Stainsby, with enclosure from Messrs. Ford and Emblem, is the attitude of our English co-workers to which the Steering Sub-Committee on Diacritical Markings refers above.

Under date of February 1st, 1922, Mr. Stainsby writes:

"Referring to my letter of 28th December, 1921, I have now received reports from two of our National Institute experts on your proposed code for "diacritical markings" and I enclose these herewith. If you think I should submit the whole question of "diacritical markings" to the British Uniform Type Committee I will do so but I am strongly inclined to think that the majority, if not all, of the members will agree with Messrs. Ford and Emblem. I am still convinced that we shall never arrive at finality unless both parties meet and mutually agree."

Mr. Ford writes:

"Mr. Stainsby, I have carefully gone through Mr. Latimer's list of diacritical markings, and consulted with Mr. Emblem on the same. We are both agreed that Mr. Latimer is attempting the impossible; for though he acknowledges that in printed books these markings are greatly divergent, he is trying to formulate a

standard system for all kinds of work. Since every language has its own system of marking certain accents, the simplest way is either to adopt those in use in the various countries, or else adopt a special list for each particular work. For instance, the French, German, Spanish, Italian, Latin and Greek have their own systems, and these all have their equivalents in Braille. As these accents have different meanings in the various languages, how is it possible to make one code to suit the whole of them? Again, Mr. Latimer says he wants the Braille system to represent print characters as nearly as possible, and yet he invents two new kinds of hyphen. In all the books I have come across the hyphen is used to divide words at the end of a line, to divide words into syllables in dictionaries, and to join compound words; but Mr. Latimer suggests one sign for dividing a word at the end of a line, another for syllables, and a third for compound words.

I should like to point out that many of the signs Mr. Latimer mentions are hardly ever heard of, while many of the Braille signs suggested would greatly clash with our mathematical code; therefore on the whole I think his plan would be quite useless for Grade II, though it might serve the purpose of Grade One and a Half; yet this is very doubtful if the Americans adopt our mathematical code."

Mr. Emblem writes:

"Dear Mr. Stainsby, I have conferred with Mr. Ford on the above-named subject, and fully endorse his remarks thereon.

I have meditated privately, and cannot find anything to warrant the support of Mr. Latimer's system. To English Braille readers it would create utter confusion and considerably multiply ambiguities.

A Nation's beauty is her language, and she will not willingly forfeit it for a universal one; neither will the Braillists of any nation forfeit their national code for a universal system, such as that suggested, we cannot reasonably expect the French, the Germans, or the Italians to modify their existing methods to suit our little peculiarities.

All the signs of ordinary use have been carefully provided for in English braille without duplicity of meaning, and those introduced by lexicographers are so infrequently met with that, whenever they are introduced, special signs can be easily created to suit the special work to which they belong, as is at present done by us in the transcription of Anglo-Saxon, etc.

I cannot, therefore, support Mr. Latimer, feeling sure that our present method of transcription is infinitely superior."

The least that we can say in defense of our American position in this matter is that our British friends have wholly misconstrued the purposes for which our system of diacritical markings is designed, and we hold with them that an international conference on the subject

is the only way out of the tangle, if indeed there be any exit, and the Commission accordingly favors the sending of a selected committee of experts to Great Britain at the earliest practicable date for this purpose, commending the consideration of the matter to the American Foundation for the Blind.

Steering Sub-Committee on Music

The Sub-Committee on Music reports that the Watertown and Jacksonville presses have been busy during the year embossing music principally for the lower grades, with words and titles in Grade One and One Half. The use of the word "revised" in connection with Braille Music has led to considerable confusion in the minds of many of the blind throughout the country, and a special circular has been prepared by the Commission and mailed out by the music presses, in which the public is definitely assured of the fact that there has been no revision of the system of Braille Music as such, but that considerable experimentation has been made in an effort to determine the best methods of writing embossed music, and some necessary new signs have been adopted alike by Great Britain and America. In addition to this circular, Mr. L. W. Rodenberg of Jacksonville, Ill., has prepared an article on this same subject which is to appear in the coming Spring number of the Outlook for the Blind. He is also preparing an article along similar lines for publication in the columns of the Ziegler Magazine some time this coming fall.

Although the Steering Sub-Committee on Music has not felt itself justified in recommending the publishing of an ink edition of the key to Braille Music, there is a demand for such a key on the part of a number of our Schools for the Blind and the Commission is disposed to urge such a publication as soon as the British ink print key, which has been in preparation for somewhat more than a year has been put on the market. This is an additional reason for urging an international conference on the type question, and the Commission respectfully refers this question to the American Foundation for the Blind for its consideration and possible action.

Elimination of the term "revised."

The word "revised" has become both ambiguous and equivocal in its use in connection both with Braille literature and with Braille music, it has been suggested, and the Commission favors action upon the suggestion, that the term "revised" be altogether dropped from all future titles. In speaking of the various styles of embossing we will then indicate them as follows: Braille, Grade One; Braille, Grade One and One Half; Braille, Grade Two; Braille, Grade Three; Braille Music, etc.

Future of the Commission on Uniform Type for the Blind

The future is no longer functioning in its original capacity. Perhaps this is due to the fact that its main object has been accomplished. The work from now on will be confined almost entirely to expert technical matters and to the publication of lists and bulletins designed to keep the public informed of available embossed material and to prevent the waste of time and money in needless duplication of texts.

As the American Foundation for the Blind has taken over the financing of this work it seems to the Commission that it would be a wise step to request that organization to take over the Commission with its present personnel as a committee of the Foundation, with the understanding that this personnel would be subject to change at the discretion of the trustees of the Foundation after July 1st, 1923. The Commission, therefore, recommends that the American Association of Instructors of the Blind and the American Association of Workers for the Blind request the American Foundation for the Blind to take over the Commission on Uniform Type for the Blind with the understanding that the personnel of the Commission will be subject to change at the discretion of the Trustees of the Foundation on and after July 1st, 1923.

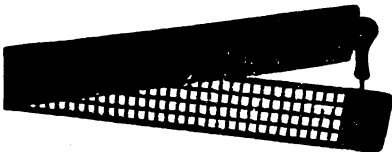
Note: The retirement of Mr. Edward M. Van Cleave as President of the American Association of Instructors of the Blind automatically removes him from membership on the Commission on Uniform Type for the Blind, and the election of Mr. John F. Bledsoe of Baltimore, Md. to the Presidency of the Association makes him a member of the Commission for the next two years.

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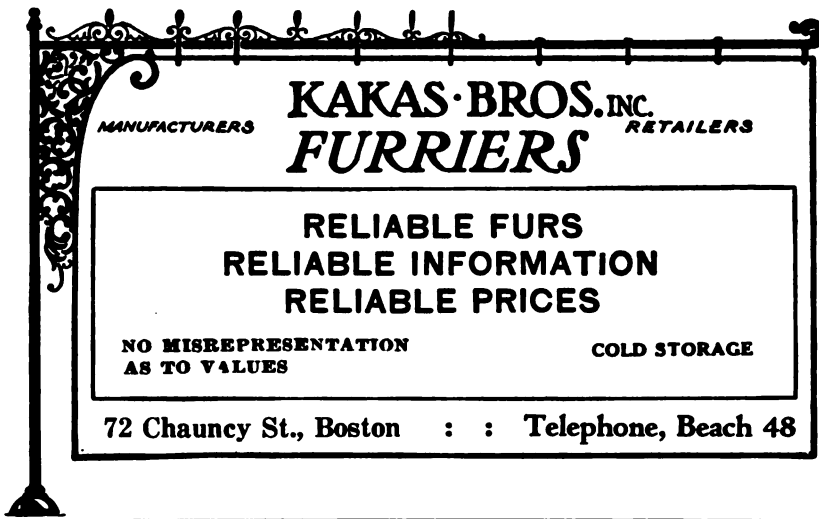
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